



# ESTIMATES COMMITTEE

## 1957-58

### TWENTY-FOURTH REPORT

(SECOND LOK SABHA)

### MINISTRY OF EDUCATION AND SCIENTIFIC RESEARCH

1. Administration (*Secretariat*)
2. Grants-in-aid
3. Scholarships
4. Miscellaneous



LOK SABHA SECRETARIAT  
NEW DELHI

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## C O R R I G E N D A

Twenty-fourth Report of the Estimates Committee on the  
Ministry of Education & Scientific Research - Adminis-  
tration (Secretariat), Grants-in-aid, Scholarships and  
Miscellaneous.

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Page 4, para heading C; *read* 'representation' for 'representation'

Page 22, para 59, line 10; *read* 'uptill' for 'uptil'

Page 22, para heading H; *read* 'Conclusion' for 'Conclusion'

Page 28, line 7 from the bottom; *read* 'Schools' for 'chools'

Page 29, line 25; *read* 'Finance' for 'Finanace'

Page 42; *read* 'APPENDIX III' for 'APPENDIX I'

Page 42, line 5, *read* 'for' for 'or'

Page 49, item 86, column 5, *Against* '3' *add* '(including one  
Member of Parliament)'

Page 55, line 2, (Sl. No. 12), *read* 'Education' for 'Educational'

line 5, (Sl. No. 12); *read* 'Organisations' for 'Organisation'

Page 55, Sl. No. 14, line 1; *read* 'always' for 'alway'

[ P.T.O.



Page 60, Sl. No.44, line 17; *read* 'remedial' *for* 'remedia'

Page 61, Sl. No.47, line 13; *read* 'further' *for* 'future'

Page 62, Sl. No.54, line 12; *read* 'nominal' *for* 'nomina'

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Shri H. N. Trivedi—*Deputy Secretary*.

Shri R. P. Kaushik—*Under Secretary*.

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\*Ceased to be a member of the committee with effect from 2nd April, 1958.



## INTRODUCTION

I, the Chairman, Estimates Committee, having been authorised by the Committee to submit the Report on their behalf, present this Twenty-fourth Report, on the Ministry of Education and Scientific Research on Administration (Secretariat), Grants-in-aid, Scholarships and Miscellaneous.

2. The Committee wish to express their thanks to the Officers of the Ministry of Education and Scientific Research for placing before them the material and information that they wanted in connection with the examination of the estimates.

NEW DELHI;  
*The 23rd April, 1958.*

BALVANTRAY G. MEHTA,  
*Chairman,  
Estimates Committee.*



## I. ADMINISTRATION—(SECRETARIAT)

### A. Administrative Set up

The administrative set up of the Ministry of Education and Scientific Research\* consisted of 10 Divisions, *viz.*,

- (i) Administrative Division.
- (ii) Basic and Social Education Division.
- (iii) Secondary Education Division.
- (iv) Cultural Division.
- (v) External Relations Division.
- (vi) UNESCO Publications, Information and Statistical Division. . .
- (vii) Technical Division.
- (viii) Hindi Division.
- (ix) Scholarships Division.
- (x) Co-ordinating Unit for Co-ordination of Five Year Plan Schemes.

With the addition of the Scientific Research Wing of the erstwhile Ministry of Natural Resources and Scientific Research, the Ministry of Education and Scientific Research was reconstituted into three Departments on 24th April, 1957. The Scientific Research portion of the former Ministry of Natural Resources and Scientific Research with the Technical Education Division of the Ministry of Education was constituted into the Department of Scientific Research and Technical Education, the other two Departments being (a) Department of Cultural Activities and Physical Education and (b) Department of Education. The Committee were informed by the representative of the Ministry that the division of the Ministry into three departments was determined, on the basis of subjects to be dealt with by the Ministry, by an order of the Cabinet. The staff and the financial allocations relating to the subjects were transferred to the newly created departments. The division was thus brought about in accordance with the importance of subjects without taking into account an even distribution of staff or budget. Actually, the follow-

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\*The Ministry of Education & Scientific Research has been split up into two separate Ministries to be called the Ministry of Education and the Ministry of Scientific Research and Cultural Affairs, with effect from April 10, 1958.



ing is the Budget provision made during 1957-58 for the three Departments:—

Name of Deptt.	Budget Provision	Officers	Other staff
A. Department of Education . . . .	50,28,000	145	1303
B. Department of Scientific Research and Technical Education . . . .	3,74,000	55	255
C. Department of Cultural Activities and Physical Education . . . .	11,00,000	39	189

*The Committee suggest that the division of work should be based not only on the importance of subjects handled by the different departments but it should also take into account other factors like an even distribution of staff, budget allocation etc. so that the Departments may be organised on a rational basis for efficient execution of work.*

2. The Committee understand that the work relating to Rural Higher Education Institutes and the National Council for Rural Higher Education was being done in the Secondary Education Division of the Ministry. Giving reasons for this, the representative of the Ministry stated that the Ministry had only one Development Division originally, which dealt with the development programme. With the progress of development, it was bifurcated into two divisions, viz., one dealing with the Basic and Social Education and the other with the Secondary Education. The work being nearer to the Secondary and the Post-secondary level, it was transferred to the Secondary Division. The question of its transfer either to the Basic and Social Education Division or the Division dealing with the University Education was under consideration of the Ministry. *The Committee feel that although the work relating to Rural Higher Education Institutes and the National Council for Rural Higher Education was different from that being handled by the present Divisions it was more akin to the work handled by the Division which deals with higher education. The Committee, therefore, recommend that it may be handled by the Division doing the work of University Education, keeping close co-ordination with the Basic and Social Education division.*

3. The Committee understand that the different divisions of the Ministry of Education and Scientific Research were having the following sections each:—

*Department of Education and Cultural Activities and Physical Education*

Name of the Division	No. of Sections
1. Administration Division	10
2. UNESCO Division	5
3. Scholarships Division	18

Name of Division	No. of Sections
4. Basic and Social Education Division	7
5. Secondary Education Division	11
6. Cultural Division	6
7. External Relations Division	3
8. Hindi Division	3
<i>Department of Scientific Research and Technical Education</i>	
9. Administration Division	7
10. Scientific Research and Surveys Division.	6
11. Technical Education Division	6

The Committee note that there is wide disparity between the number of sections under various divisions. In this connection, the Committee were informed by the representative of the Ministry that the disparity was due to the fact that the divisions were organised according to the subjects and the nature of work. Referring to the small number of sections in External Relations, Hindi and UNESCO Divisions, the representative stated that in respect of the Hindi Division, the work had increased considerably necessitating the change. In respect of the other two Divisions, the representative stated that they were required to come in contact with all cultural delegations from abroad and also those going out of India, which required them to shoulder greater responsibility and considerable amount of work. *All the same, the Committee feel that the Divisions can be reorganised on a more rational basis taking also into account the volume of work in each section and the number of sections, in each division, so that a reduction in the number of sections and Divisions can be effected. The reduction should be decided on the basis of job analysis to be conducted by the O. & M. Division of the Cabinet Secretariat.*

4. The following table gives the number of officers belonging to Scheduled Castes/Tribes out of the total number of officers working in the Ministry of Education and Scientific Research:—

Class of Post	Total number of officers working	No. of officers belonging to Scheduled Castes/Tribes
<i>Class I (Gazetted)</i>		
Secretariat	72	1
Advisory	51	2
<i>Class II (Gazetted)</i>		
Secretariat	72	2
Advisory	32	3
TOTAL	227	8

The Committee were informed that gazetted posts in the Ministry of Education and Scientific Research belonged to the Secretariat and the Advisory cadres. Recruitment to Class I and II posts of the

Secretariat cadres was made through the Ministry of Home Affairs by promoting seniormost officers from lower grades or by absorbing officers from other Ministries etc., who were on approved panels, whereas recruitment to the Advisory posts (Classes I and II) was made either through the Union Public Service Commission or by promotion of departmental candidates through the Departmental Promotion Committee in accordance with the quota prescribed for direct recruitment. The Committee were informed further that the paucity of Scheduled Castes/Tribes candidates in the gazetted posts on the Advisory cadre of the Ministry was due to the fact that the U.P.S.C. failed to get suitable candidates from amongst those communities in response to advertisements issued by them. *The Committee suggest that special efforts should be made to recruit the reserved number of seats earmarked for candidates belonging to Scheduled Castes/Tribes and other Backward Classes.*

### **B. Functions**

5. The Ministry of Education and Scientific Research has a mixed set-up. It comprises both Secretariat and Advisory officers. While the Secretariat officers belong to the Indian Administrative Service and Central Secretariat Service cadres, there is no regular cadre for the Advisory officers. Besides, there are a number of officers doing specialists' work like Hindi terminology, Text Book Research, Educational and Vocational Guidance, compiling and editing of Gazetteers etc. These posts are ex-cadre posts. There are some posts of Joint, Deputy or Under Secretaries in the Ministry for which people are taken from the Secretariat services. Then there are posts of advisers for which separate recruitment is made. In order to facilitate the work of some of these people who are educational advisers, they are given the status of Deputy—or Joint Secretaries, as the case may be, so that they may be able to deal with matters at the Secretariat level. An organisational set up of the Ministry as on 15th October, 1957 is enclosed as Appendix I. *With the setting up of bodies like the University Grants Commission, All India Councils for Elementary, Secondary, Rural and Technical Education etc. and with the decentralisation of administrative, executive and financial powers to such bodies the Committee feel that there is scope for economy in the set up of the Ministry. In this connection, the Committee would refer to their recommendation in para 3 of this Report.*

### **C. Exercise of representation on various bodies**

6. The Committee have analysed facts relating to the nature of Committees on which the Ministry is represented, the level and nature of representation, the nature of brief given to the representatives etc. (Appendix II). On the basis of the information furnished to this Committee, it appears that the Ministry is represented on 141 institutions all over the country. Out of this number, 87 are technical institutions. The representation is exercised at all levels. The Secretary represents the Ministry in the largest number *viz.* twenty

Committees, out of which he is the Chairman of four and Vice-President of one. In this connection, the Committee were informed that he was delegating the power of representation to subordinate officers in the Ministry. Even then the number of Committees on which the Ministry was represented was quite large with the result that the representative officers were sometimes unable to attend the meetings regularly and to make useful contribution. *The Committee suggest that the representation could be delegated to local officials of State Governments and to eminent educationists and persons of repute.*

*7. The analysis also shows that there was lack of uniformity in the procedure of nomination of representatives, delegation of the representation and in the nature of brief given to representatives. The Committee suggest that this may be looked into and a suitable procedure evolved on rational principles.*

*8. The Committee also feel that an officer of the Ministry should not be a Chairman or Secretary of the Governing Bodies of educational and technical institutions which are receiving grants-in-aid from the Ministry, so that the Ministry may be in a position to scrutinise all such cases objectively and independently in the Secretariat.*

#### **D. Financial Procedure**

*9. The Committee were surprised to learn from the representative of the Ministry that even after the Deputy Financial Adviser was attached to the Ministry, the old procedure regarding the obtaining of financial sanctions continued resulting in considerable delays. He explained that Financial Advisers, including the Deputy Financial Adviser and the Assistant Financial Adviser, were assigned to the various Ministries but they continued to be under the administrative control of the Ministry of Finance. As they are not an integral part of the Administrative Ministry, matters were delayed considerably. By their location in the administrative Ministry, personal discussion has become a little more easier. He admitted that there was one part of the Government which was anxious to act as quickly as possible, while the other was anxious to see that money is saved as much as possible and the progress is not quick. He contended that the administrative Ministry should have the power to rule out a particular objection raised by the Financial Adviser, if the Ministry decided that it was in the interests of the implementation of a scheme or a development plan.*

*10. The representative of the Ministry of Finance opined that the proposed system, where the Financial Adviser would be under the administrative control of the Ministry, might not enable the Finance Ministry to have proper control. He informed the Committee that the financial proposals prepared by the administrative Ministry were often vague and hurriedly prepared for purposes of*

budget within a fortnight or so and suggested that before introducing the new system, it might be necessary to ensure that all schemes prepared by the administrative Ministry were scrutinised in the greatest possible detail before a budget provision was made. Once that was done, he agreed that the authority to incur the expenditure up to the budget provision could be safely and correctly delegated to the administrative Ministry. *The Committee understand that the whole matter is under the consideration of Government and recommend that this should be expedited.*

### E. Level of decisions

11. In regard to the Committee's enquiry as to why financial authorities do not raise all their queries at one point but seek information at different stages resulting in delays, it was stated by the representative of the Ministry of Finance that this was a general problem because of the fact that officers were not prepared to take the fullest responsibility. He further added that sometimes there was a tendency to postpone taking a decision on a difficult case with the result that the decision had eventually to be taken at a higher level than was strictly necessary. The representative of the Ministry of Education also confirmed the view expressed by the representative of the Ministry of Finance.

12. *The Committee were surprised at the views expressed by the representative of the Ministry that officers not only at the lower level but sometimes even at higher levels were afraid of taking decisions because questions might be raised or pressure might be brought to bear upon them to explain their stand.* In this connection, the Committee would like to quote the following passage from the Second Five Year Plan:—

“A weakness in the present system of administration is in the manner in which administrative control often tends to be exercised. In this connection, two aspects may be specially mentioned. In the First Five Year Plan it was pointed out that a considerable part of the time of senior public servants was being given to work which was formerly done at lower levels. ‘Increasingly, while each agency of Government is accepting new responsibilities, the stage at which effective decisions are taken within any department is being pushed upwards’. There is still some tendency for the exercise of initiative and the making of decisions being concentrated at higher levels. The correction of this tendency is in part a question of organisation and methods; in part, however, it involves a consideration of how best to utilise the available personnel resources and to encourage men to assume responsibility.”

13. *The Committee consider this as a very important problem which demands very early solution in the larger interests of the nation. The Committee feel that there should be delegation of*

*responsibilities to lower levels and that officers at various levels should be encouraged to take decisions even if mistakes are committed occasionally, provided that they are bona fide mistakes.*

#### **F. Location of Offices**

14. The Sub-Committee of the Estimates Committee which visited the Secretariat noticed that it was scattered over several blocks and in consequence, was experiencing great difficulties. The Committee were informed by the representative of the Ministry that the Ministry was aware of that position and he hoped that the position would improve with the allotment of the building which was being constructed on the Parliament Street. If all the offices of the Ministry are at one place, the representative contended, it will avoid a great deal of time now spent by officers who come for discussion and personal consultation will become easier. *Even in the existing situation, the Committee suggest that the feasibility of rearranging the accommodation may be examined with a view to locate in a compact area divisions like UNESCO.*

## II. GRANTS-IN-AID

15. About sixty per cent. of the Education Ministry's budget provision is absorbed in the disbursement of grants-in-aid. The number of grants-in-aid schemes sanctioned by the Ministry has risen from 40 in 1955-56 to 92 in 1957-58.

### A. Types of Grants

16. The following are the main types of grants-in-aid sanctioned by the Ministry of Education:—

- (1) Grants for the promotion of General Education at all the stages:—
  - (a) In respect of expenditure borne wholly by the Government of India (Direct Central Grants).
  - (b) In respect of expenditure shared between the Government of India on one side and the State Government and/or the grantee on the other (Matching grants).
- (2) Grants for the promotion of Technical and Scientific Education and Research:—
  - (a) In respect of expenditure borne wholly by the Government of India (Direct Central Grants).
  - (b) In respect of expenditure shared between the Government of India on one side and the State Government and/or the grantee on the other (Matching grants).
- (3) Grants for the promotion of Hindi:—
  - (a) In respect of the expenditure borne wholly by the Government of India (Direct Central Grants).
  - (b) In respect of expenditure shared between the Government of India on one side and the State Government and/or the grantee on the other (Matching grants).
- (4) Grants for Sports and Physical Education activities.
- (5) Grants to Cultural and Social Organisations.
- (6) Grants for maintenance and conservation of Archaeological and Ancient Monuments, Museum etc.
- (7) Grants or allowances to persons distinguished in letters, art and such other walks of life who may be in indigent circumstances.
- (8) Discretionary grant of the Minister of Education.
- (9) Grant for compilation of important publications, such as Revision of Gazetteers, compilation of the History of Freedom Movement in India etc.

## B. Conditions of Grants-in-aid

17. Grants-in-aid are contributions paid by Government to institutions and bodies which are not subject to their day-to-day control, but to which it is government policy to give financial assistance. They are also an exception to the general rule that money voted by Parliament must be accounted for in detail to the Comptroller and Auditor General. The grantees, however, cannot be left without any conditions since expenditure of public money is involved. Grants-in-aid are therefore 'conditional' grants.

18. The conditions usually prescribed by the Ministry of Education are:—

- (i) Submission of annual accounts;
- (ii) Submission of Annual Report activities;
- (iii) Admission to be open to students all over the country;
- (iv) Scales of work and remuneration more or less, on a par with those of Government departments;
- (v) The accounts to be open to inspection of the Auditor General;
- (vi) Maintenance of separate accounts of the aid received; and
- (vii) Utmost economy to be exercised in the expenditure from the grants.

## C. Estimating Grants-in-aid

19. The Committee observe that the procedure of estimating the grants-in-aid under the various categories under the Education Ministry varies from grant to grant. In the case of purely Central grant (statutory type) the amount is prescribed in the statute. In the case of purely Central grants (*ad hoc* type) before the beginning of the financial year, sometimes in previous October, estimates are called for from these institutions. The institutions estimate their requirements much in the same manner as the Government departments do, i.e. on the basis of past experience, future expectations and special circumstances.

20. *The Committee do appreciate that the grants-in-aid cannot be as accurately estimated as a regular departmental expenditure and yet they feel that the procedure of the estimates of the grants-in-aid as it exists in the Ministry of Education leaves much that can be easily attained. Surrenders and non-utilisation of grants-in-aid in the Education Ministry are to a large degree due to defective estimating. The Committee suggest that in the brochures published on aid Schemes, such as "Assistance to Voluntary Educational Organisations under the Second Five Year Plan", a note on the methods of estimating the requirements should also be publicised, so that the institutions know on what basis to estimate.*



### D. Financial Control

21. When the estimates for grants-in-aid are received, they are checked by the Education and Finance Ministries. The Planning Commission also prescribes the limits within which the expenditure can be budgeted. The points which are required to be looked into by the two Ministries are as below:—

- (i) That the grant is to be spent on a scheme which has been included in the Plan.
- (ii) That the applicant body is capable of spending the amount.
- (iii) That the previous years' unspent balances, if any, have been taken into account.

22. Since from a remote place like Delhi and from sketchy details contained in application forms, the genuineness of an applicant's demand cannot be assessed, the Committee understand that the Ministry of Education have a system whereby the applications are received after advice of an expert body. For example, in the case of sports institutions, no grant can be given unless the All India Council of Sports has recommended the case. Similarly, for the technical institutions, no grant can be given unless the All India Council for Technical Education has recommended the same. The Committee understand that there are instances where the private institutions apply for grants-in-aid to the Ministry direct without their application being routed through an expert body or the State Government concerned. *The Committee suggest that such applications should invariably be routed through the State Government concerned, (except in the cases of institutions of an All India character). In this connection, the Committee would like to refer to their recommendation in para 23 of their 4th Report (Second Lok Sabha), which reads as under:—*

“The Committee also suggest that all grants given by the Centre to voluntary institutions in the field of pre-primary, primary and basic education should generally be through State Governments except in cases of institutions of an All India character. Provision should be made for admission of a certain number of poor students free in pre-primary institutions before sanctioning the grant. In case of institutions of All India importance, the Centre should invariably inform the State Governments concerned of the extent and purpose of assistance given to such institutions.”

### E. Arrangement in the Demand Book

23. There are in all 11 demands in the Education Ministry out of which ten are for expenditure to be met from revenue and one for expenditure to be met from capital. In addition, the Ministry of Education also controls the expenditure on education included in

Demands for Union territories on behalf of other Ministries. Grants-in-aid appear under practically all of these demands. *It has, however, been noticed that the grants are not always so mentioned. The Committee, therefore, suggest that for the better understanding of the budget, where a certain item is actually a grant-in-aid the fact should be specifically mentioned. The Committee also suggest that as in the United Kingdom, in Part I of the Estimates, the fact that a "grant-in-aid" has inter alia been included in a vote, should be always referred to.*

### F. Expenditure Sanction

24. As is common knowledge mere inclusion of the estimates in a vote is not enough, expenditure sanction is as necessary as the vote by Parliament. It is here that the grantee must satisfy that the amount voted is really required.

25. In the Ministry of Education, so far as the grants to voluntary institutions are concerned, the practice is that while submitting application for the release of the grant, the institutions submit their progress report as well as the audited accounts for the previous year. The report is generally that of a Chartered Accountant which shows the financial position of the institution and the utilisation of the grants in previous years, if the institution has received grants previously. In the case of the grants to the State Governments, the practice is that the State Government communicates the demand to the Education Ministry and also submits the progress report. The reports of the Auditor and Accountant General on previous accounts are not required because it takes time before the State Accountant Generals can give correct figures of State expenditure.

26. It is important that the sanction should be accorded early. The Committee note that in many cases the Ministry has taken as many as six to seven months to accord expenditure sanction. Some of the delays may be due to the check exercised by the Ministry of Finance also. But whosoever may be responsible, it is imperative that expenditure sanction is accorded quickly. *The Committee suggest that steps should be taken to prevent delays, and a suitable time-limit of say two months laid down for this purpose.*

### G. Utilisation of Grants

27. The methods by which the Ministry of Education tries to ensure that the grant is properly utilised for the purpose for which it is meant are as under:—

- (a) Progress reports of the institutions concerned.
- (b) Inspections by the officers of the Education Ministry.

- (c) Certificate by the Audit Officer to the effect that the grant has been utilised for the purpose for which it was given.
- (d) Representation of the Ministry on the Management of the grantee bodies.

28. The Committee were informed that whereas in the case of some institutions inspections were being carried out, in the case of others they were not because, it was stated, that some State Governments did not like the inspectors from the Central Government inspecting institutions falling within their jurisdictions. The inspections are either by one individual or a team. In the case of technical institutions outside the purview of universities, it is generally a team of the All India Council for Technical Education which pays a visit to the body. In the case of colleges under the universities, it is a visiting team of the university which visits the institution. The former reports to the Council and the latter to the universities. *The Committee are of the opinion that in cases where grants are given by the Centre, it would be necessary to have suitable system of inspections to ensure that the grants are utilised for the purpose for which they are given.*

There is another point in this connection which the Committee would like to mention. Several schemes of the Education Ministry have not fructified because the State Government or voluntary bodies have failed to contribute their mite. *So far as the private institutions are concerned, the Committee fail to see why such institutions should continue to be paid the grants-in-aid. In fact the grant-in-aid should provide a stimulus for voluntary contribution and not dry it up. Regarding the failure on the part of the State Governments to contribute their share, the Committee endorse the suggestion\* of the Second Finance Commission that the system of matching grants should be abolished, as it operates in favour of the richer and against the poorer States.*

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\*Matching grants may be useful in ordinary circumstances as providing a stimulus to State action in particular spheres of activity, usually in the field of social services, in which the Centre desires to secure country-wide development in the national interest. They have no place when the country has an integrated and comprehensive plan which lays down priorities for the development of all social services. The system of matching grants on any basis uniform for all the States is also not equitable; it operates in favour of the richer and against the poorer States, as the former are in a more favourable position to take advantage of such grants. In the present Union-State set-up, the States depend for a substantial portion of their revenue on shares of Central taxes and on grants-in-aid. When the States have taxed themselves to a reasonable extent, the balance of the revenue to enable the States to meet their expenditure has to come from Central devolution. There is no method by which the States' share of the expenditure on schemes based on matching grants could be set off against revenue derived from their own sources, as distinguished from the revenue, they receive from the Union by way of shared taxes and grants-in-aid. When the revenue budget is balanced by Central devolution, the States' share may come out of such devolution. If this happens, the whole purpose of matching is lost. For these reasons, we feel that schemes involving matching grants are not suitable in present conditions.

29. The Committee have come across a number of instances where grants-in-aid sanctioned to various institutions have not been fully utilised year after year. *The Committee do appreciate that there are many difficulties in the full utilisation of grants such as (i) delay in getting the full particulars from the institutions concerned before the grant is sanctioned, (ii) delay in getting the expenditure sanction from the Finance Ministry, and (iii) delay in getting the necessary foreign exchange, if involved in the grant etc. All the same, the Committee are of the opinion that the machinery for giving suitable grants to the various institutions should be so geared up as to ensure that there is no undue delay in giving the necessary sanction, that the grant is utilised for the purpose for which it is sanctioned and that the percentage of grant that remains unutilised, is extremely small. In regard to the difficulty of foreign exchange, the Committee are of the opinion that the accredited representative of the Ministry concerned should see to it that the necessary provision of foreign exchange required is made, before the grant-in-aid is sanctioned. In view of the general financial stringency in the country, it is all the more necessary that the amounts sanctioned for the various grants conform to the actual requirements and are such as can be fully utilised.*

#### H. Recurring Grants

30. There are instances where a grant shown in the Budget papers forms a part of the recurring grant to which the Government has already been committed, but this fact is not clearly brought out. For example, in the case of the Board of Anglo-Indian Education as well as the Indian Institute of Science, Bangalore grant has been given for a number of years but from the budget papers this fact is not known. *The Committee suggest that in such situations in future, a note should always be attached to the estimates stating that the grant-in-aid is an instalment of a series of grants-in-aid and setting out the amount already granted and the further amount to which Government are committed. An appendix should also be provided in the Explanatory Memorandum setting out a list of all the undertakings given by the Government to pay grants-in-aid over a period of years.*

#### I. Terminology for various grants

31. The Committee observe that in the Demands for Grants, grants-in-aid are known by different nomenclatures e.g., 'Grants', 'Grants-in-aid', 'Direct Grants', 'Grants and Donations', 'Contributions' etc. *The Committee suggest that the Ministry of Education in consultation with the Ministry of Finance should lay down a uniform nomenclature or if one nomenclature cannot be adopted, explain the deviations so that there is no ambiguity about the terms used. The Committee also suggest that where grants-in-aid are given in kind, like machinery and equipment or books in the case of National Fundamental Education Centre, this fact may also be pointed out through the footnotes in the Demand Book. The monetary value of such grants would, of course, continue to be indicated.*

### III. SCHOLARSHIPS

#### A. Introduction

32. Since the attainment of Independence, there has been a great demand for highly qualified and better trained personnel in different spheres of national development. The Committee understand that in order to meet this need and also to ensure greater democratization of opportunity, which would encourage merit irrespective of economic status, the Government of India have instituted a number of scholarship schemes for studies in India and abroad.

33. The Constitution of India also lays down that "the States shall promote with a special care the educational and economic interests of the weaker sections of the people, and in particular, of the Scheduled Castes and the Scheduled Tribes". The directive is based on the recognition that a democracy cannot attain its full stature if any section of the community remains educationally or otherwise backward and weak. A democratic State must, therefore, adopt special measures for the promotion of the educational interests of all such sections, for it is only through education that individuals and groups can develop and attain their full stature. The Committee were informed that with a view to encourage the spread of education among Scheduled Castes, Scheduled Tribes and other Backward Classes, a scholarships scheme had been introduced by the Government of India.

34. Students of other countries are invited on scholarships to study in this country and Indian students are sent abroad on an exchange basis, in order to encourage cultural relations with other countries. A list of Central Government scholarship schemes is given at Appendix III.

#### B. Method of Selection

35. The Committee were informed that in the case of Scheduled Castes, Scheduled Tribes and other Backward Classes scholarships for studies abroad, the Union Public Service Commission invite applications by giving an advertisement in the press, interview the candidates and recommend to the Government of India suitable persons for the award of these scholarships. The scholarships were, however, awarded by the Government of India, Ministry of Education and Scientific Research. In respect of other schemes of scholarships, selections are made by the Ministry itself. Applications invited for the Government of India scholarship schemes for studies abroad were screened by the Ministry in the first instance and the list of those

found eligible was placed before a Selection Committee appointed by Government. Candidates were selected after they had been interviewed by the Committee. During 1957-58, the selection for Twenty-Fully-paid Overseas Scholarships Scheme (a scheme for studies abroad), were, however, made by the Union Public Service Commission. Applications for the Government of India scholarships for studies in India for Indian nationals were also first scrutinised in the Ministry and candidates not possessing minimum educational qualifications were weeded out. In certain schemes, the State Governments made preliminary selections and recommended suitable names to the Ministry. The selections were then made on the recommendations of the Selection Committees. A panel of experts helped such Committees in certain scholarship schemes.

36. The Committee learn that at present *ad hoc* selection committees are appointed year after year in respect of all scholarship schemes for which selections are made by the Ministry except in respect of Scheduled Castes, Scheduled Tribes and other Backward Classes scholarship schemes for studies in India where the selections are made by a specially constituted scholarship board consisting of eight Members of Parliament. A statement showing the composition of selection committees for various scholarship schemes for the last three years is enclosed as Appendix IV. It clearly brings out the fact that as *ad hoc* committees are appointed year after year there is no uniformity in total number of persons constituting a selection committee in different years. Besides, the various categories of persons like officials of the Ministry, non-officials etc. are not represented in equal proportion every year. *The Committee, therefore, feel that the present arrangement of ad hoc committees year after year is not conducive to efficiency.*

37. In regard to the Committee's enquiry as to whether it would not be possible to make all selections for scholarships through Union Public Service Commission, it was explained that the Union Public Service Commission took more time and sometimes selections have to be made at a very short notice. *The Committee recommend that the present method of selection for scholarships should be reviewed taking into account the time factor and number of scholarships awarded etc. and a proper selection committee presided by a Member of the Union Public Service Commission, with a few non-officials should be set up for this purpose. The experts in particular fields may be co-opted from time to time as required.*

38. From the statement showing the composition of selection committees for various scholarship schemes it is seen that Parliament is unrepresented except in a single solitary instance. *The Committee recommend that the Members of Parliament should be given suitable representation in the various selection committees.*

### C. Publicity

39. The Committee were informed that in regard to the schemes, applications for which were invited by the Ministry itself, a press note was generally issued through the Press Information Bureau which may or may not be published in leading newspapers and regional languages papers and even if published, not in full. Other bodies like State Governments, universities, comparable institutions of higher education, Central Ministries etc. were, however, also addressed in respect of the schemes. On the other hand, where selection is made through Union Public Service Commission a proper advertisement is given for the scheme in leading newspapers.

40. The Committee regret to note that the Ministry of Education and Scientific Research have not been able to utilise fully the funds at their disposal in respect of a number of scholarship schemes. A statement showing the amount budgeted and actually spent each year (for the last three years) for each of the scholarship schemes administered by the Government of India, funds for which could not be utilised to their full extent is enclosed as Appendix V. Also, the Ministry did not utilise fully the offers of scholarships made by certain foreign countries in the last few years. The Committee feel that there are persons in the country who can avail of the opportunities provided that they come to know of the facilities available. They, therefore, recommend that each scholarship scheme should be properly advertised in leading newspapers of the country as is done at present in respect of selections made through the Union Public Service Commission. They should also be advertised through the newspapers in regional languages. The Committee hope that proper advertisement of the schemes would give entire satisfaction to all people.

41. It was stated by the representative of the Ministry before the Committee that economy is the main factor for not advertising the schemes. The Committee feel that this is false economy in the sense that people in general remain ignorant about the schemes of the Ministry. They, however, suggest that with a view to effect some economy the scholarship schemes should be properly combined and periodically advertised.

42. The Committee learn that at present there was no arrangement to republish the Central Government's Press Notes in the State Gazettes. The Committee are of the opinion that the State Governments have their own Gazettes, and it will cost them little if they are requested to republish selected notifications of the Government of India through them. The Committee, therefore, recommend that besides giving the scheme proper publicity through press, an arrangement to republish Central Government Press Notes relating to scholarship schemes in State Gazettes etc. may be explored.

43. The Committee are glad to learn that the Ministry have published the following pamphlets which give relevant information in regard to various scholarship schemes in vogue at present:—

Title of the Publication	Date of Publication
I. Scholarships for Studies abroad . . . . .	February, 1957 (re-printed in July, 1957).
II. Government of India Scholarships for Studies in India . . . . .	October, 1956.
III. Scholarships for Scheduled Castes and Tribes and other Backward Classes . . . . .	August, 1955.

*The Committee suggest that such brochures should be constantly available to the general public and should be reviewed periodically and brought upto-date. They also suggest that universities, colleges, high schools and various libraries should be provided with this literature.*

#### **D. Administration**

44. The Committee understand that there is a proposal to transfer the work of grant of scholarships from the Ministry of Education to an attached or a subordinate office and that the proposal has been referred to the Ministry of Home Affairs. *As the work of the administration of scholarships is not entirely a secretariat function, the Committee suggest that a separate autonomous or semi-autonomous board consisting of prominent educationists should be set up for the formulation and administration of various scholarship schemes.*

45. The Committee were informed that the Dak for scholarships division was at present received in the North Block while the division was situated elsewhere. There had, therefore, been delays in receiving the applications in the scholarships division. *Until all the connected sections are brought into a compact area, the Committee recommend that steps may be taken for receiving the Dak for scholarships in its own division.*

#### **E. Delays in Payment**

46. It was brought to the notice of the Committee that sometimes certain procedural formalities caused delays in payment of scholarships already sanctioned causing hardship to the students. The Committee were informed that in respect of the scholarships to the Scheduled Castes and Scheduled Tribes students, the Ministry had given necessary authority to the heads of the various institutions to make advance payment upto four months. The Committee, however, regret to note that according to the personal information of some of their members, this procedure is not working effectively and the payment of scholarships is still being delayed. *The Committee, therefore, suggest that the high power Committee referred to in para. 61 may go into the matter and consider how the scheme should*



*be operated to avoid such delays in future. Efforts should also be made to finalise the details of scholarships to be given to the Scheduled Castes, Scheduled Tribes and other Backward Classes well in advance of the commencement of the academic year so that the payment is made in time. The same procedure should apply to all other scholarships also.*

47. The Committee gathered from the evidence that there is no machinery at present to find out the nature of complaints received and to examine whether there is any truth or substance in the complaints. They regret to observe that even the complaints received from the country's representatives abroad have not been heeded to. *They, therefore, recommend that the Ministry should set up a machinery which will go through every complaint and suggest remedial measures to avoid a recurrence. A record of all such complaints should be maintained at one place for ready reference.*

### **F. Loan Scholarships**

48. The Committee understand that certain private agencies have a scheme to give loans to brilliant students for higher studies in foreign countries. On completion of studies and after the students get employment the said loan is taken back in easy instalments and the amount becomes available to other candidates. *The Committee feel that the scheme of loan scholarships fosters a spirit of self reliance and earnestness of purpose and, therefore, recommend that the feasibility of introducing the scheme of loan scholarships through various universities and colleges may be examined. The Ministry may help the universities in this respect by creating endowments for loan scholarship schemes.*

### **G. Individual Scholarship Schemes**

#### *(a) Scholarships for Studies Abroad*

49. In regard to the Committee's enquiry as to whether the scholars were sent abroad for study only in those subjects for which facilities were not available in the country, it was stated that a small committee had just been appointed to go into the entire question because there was an embargo on foreign exchange. *The Committee recommend that even normally, in scholarship schemes for studies abroad, subjects should be reviewed periodically so as to ensure that as a matter of policy scholars are sent abroad for study in only such subjects for which facilities are not available in the country.*

50. The Committee understand that at present there is a great dearth of technical know-how in the country and, therefore, best advantage should be taken of the opportunities available as a result of scholarship schemes for studies abroad. *The Committee suggest that, as a matter of policy, people with mature intellect and some experience in their line should be encouraged to go abroad for learning advanced techniques in preference to raw and inexperienced students.*

51. The Committee were informed that a register containing information in respect of students sent for overseas study in Science subjects was maintained by the Council of Scientific Research. But no information in regard to the scholars sent abroad for humanities, social sciences etc. was available at a particular place. The Committee regret to observe that the Ministry which is responsible for selection and giving of scholarships etc. is interested only in selecting and sending them abroad, but not in following up or seeing that best advantage is taken of the training received by every scholar. *The Committee, therefore, recommend that a register should be maintained for all overseas scholars or trainees in which detailed information in respect of each of the scholars is maintained.*

(i) *Central Overseas Scholarships Scheme*

52. The Committee learnt that the scheme was meant for universities, colleges and comparable institutions of higher education in order to enable them to obtain opportunities for their teachers for higher studies and training abroad and thus to raise the standard of instruction and research in the country. The Committee were, however, surprised to learn that no systematic follow-up was done in respect of overseas scholarship holders on their return to the country although the scholars were bound to serve the sponsoring authority for a period of at least three years on return after completing studies abroad. The Government might permit the scholar in the national interest to serve under them if the sponsoring authority agreed. In case of breach of the bond, the scholars were required to refund to the Government of India the entire cost of training. But the Ministry took action only on the cases brought to the notice of the Ministry by the institutions etc. Only one such case of violation of the terms of the bond had come to the notice of the Ministry. The Committee, however, feel that left to themselves and the institutions certain cases may not be reported. It is the responsibility of the Ministry to find out if there are any failures in this direction. *The Committee, therefore, recommend that there should be some machinery to ensure that all conditions are fulfilled. In this connection, the feasibility of inviting periodical reports during the stipulated period of service from the institutions about the work of the scholars serving in those institutions after completing studies abroad may be examined.*

53. The Committee further learnt that the stipulated period of service in a particular institution used to be five years but it was now reduced to three years. The Committee feel that as these people get facilities for study abroad at the country's expense, there is no justification for reducing the period from five to three years. *They, therefore, recommend that the conditions for granting a scholarship under the scheme may be reviewed so as to restore the stipulated period of service with the sponsoring authority from three years to five years.*

(ii) *Indo-German Industrial Co-operation Scheme*

54. The Committee were informed that the Indo-German Industrial Co-operation Scheme was initiated in the year 1952-53, when the West German Government offered facilities to Indian nationals for post-graduate study/practical training in their country. No Scholarships for post-graduate study/practical training were, however, made in 1953-54 and 1955-56 as the offer was repeated by the West German Government in alternate years. The following table shows the number of scholarships awarded for post-graduate study and practical training during 1952-53, 1954-55 and 1956-57:—

Subject	Places offered	Places availed of
<i>1952-53</i>		
For post-graduate study . . . . .	50	43
For practical training . . . . .	100	64
<i>1954-55</i>		
For post-graduate study . . . . .	15	15
For practical training . . . . .	80	52 plus 3 (awaiting placements)
<i>1956-57</i>		
For post-graduate study . . . . .	50	16(S)* 20(F)**
For practical training . . . . .	80	17

\*Scholarships.

\*\*Freeships.

*Explanation:* Against the 50 free places offered by the West German Government under the year 1956-57 scheme it was decided to award (a) Scholarships for 25 places; and (b) to offer the remaining 25 freeships to private candidates who meet the other expenses out of their own funds.

55. The above table clearly indicates that every year the scholarships awarded have generally been less than the corresponding places offered by Germany. The Committee were informed that during 1952-53 a large number of scholars dropped out after selection because 50 per cent. of the expenditure had to be borne by the scholars themselves. Subsequently, however, only the cost of the outward journey was to be borne by the candidates or the sponsoring authority. Another reason given was the 'dearth of suitable candidates'. The Committee consider these reasons for non-utilisation as unsatisfactory and believe that there are persons in the country who can avail of the opportunity if proper publicity is given to the scheme. The following table indicates that the number of

applications received was far greater even under the existing arrangements of publicity:—

Subject	1954-55		1956-57	
	No. of persons required	No. of applications received	No. of persons required	No. of applications received
Post-graduate study . . . .	15	43	50	116
Practical Training . . . . .	80	299	80	361

56. *The Committee, therefore, recommend that enough number of scholars should be selected for the places offered by Germany and kept in a panel to be utilised if any scholar withdraws at the last moment. The Committee further recommend that in respect of all such schemes, constant review should be made and action taken to fully utilise all places, by making modifications in the schemes, if necessary.*

(iii) *UNESCO Expanded Technical Assistance Programme*

57. The Committee learn that under this scheme, three types of assistance is obtained viz., (i) experts from abroad in specified field (ii) equipment for the work of the experts and (iii) fellowships for the training of Indian nationals abroad. The Committee were, however, surprised to learn that the fellowships were awarded to the members of the staff of only those institutions which were provided with the services of experts. The institutions concerned nominated their staff members for the fellowships. According to the present practice, the Committee regret to note, that two fellowships could not be availed of during 1956-57 as the dossiers (application forms prescribed by UNESCO, X-ray of the chest etc.) of the candidates from the institution were not received in time. The Committee consider this very unsatisfactory and hope that a recurrence of this nature will be avoided in future. The Committee recommend that these fellowships should be extended to the members of the staff of other institutions also.

(b) *Scholarships for study in India for Indian nationals*

*Merit Scholarships for Post-Matriculation Studies*

58. The Committee learn that under this scheme merit scholarships for post-Matriculation education are awarded so that no really brilliant student is prevented on grounds of poverty alone from pursuing an academic career. This scheme has been instituted with effect from the year 1956-57 and provides for the award of four hundred scholarships in all to be distributed equally between the Intermediate (Arts or Science) or equivalent professional courses

and the B.A., B.Sc. (preliminary) or equivalent professional courses. The scheme, however, also provides that ten per cent of the funds are to be reserved for the children of 'workers' subject to suitable candidates being available. During the year 1956-57, 398 awards were made for the Intermediate and Graduate courses. The Committee regret to note that only 5 children of workers could be awarded scholarships out of these 398 awards during the year 1956-57. As regards the publicity given to the scheme in the workers' areas, it was stated that a copy of the Press Note and the information circular which set out the terms and conditions concerning the awards were sent to each State Government separately and the State Governments were expected to make the terms and conditions of the awards for workers' children known in those areas where such workers were employed. *The Committee are of the opinion that 'he Ministry should not leave it entirely to the State Governments, to publicize the scheme in workers' areas and they should themselves give due publicity to the scheme in concerned areas. Labour Press, journals, Labour Ministry's publications, labour institutions could be utilised for this purpose.*

(c) *Scholarships for Scheduled Castes, Scheduled Tribes and other Backward Classes*

59. The Committee learnt that out of 63 Scheduled Castes, Scheduled Tribes and other Backward Classes students studying abroad, 36 were studying in U.K. and 27 in U.S.A. It was stated that arrangements for training were made primarily in U.K. and also in other countries provided satisfactory arrangements could be made, keeping in view the candidate's preference for any country or institution. The Committee feel that if any survey had been made as to the facilities which the various countries offered, the students could have been sent to other countries also. They learnt that the Ministry had not made any such survey upto now and they usually depended on the details from the Legations and Embassies abroad. *The Committee, therefore, recommend that a survey should be made of all countries to find out the best institutions in various fields of training. As far as possible, the training facilities for Indian scholars should be arranged in those institutions.*

60. It is learnt that the Commissioner for Scheduled Castes and Scheduled Tribes is not at present associated with the Selection Committee for the award of scholarships under the scheme of Scheduled Castes, Scheduled Tribes and other Backward Classes Scholarships. *The Committee suggest that in future, he may be associated with the Selection Committee.*

### H. Conclusion

61. The existing scholarship schemes which are operating on an *ad hoc* basis have the following defects:—

- (1) **They are not properly published;**

- (2) A number of scholarships have been left unutilised due to procedural difficulties;
- (3) Delays have occurred in the payment of sanctioned scholarships.

*The Committee, therefore, recommend that a high power Committee with some non-officials and experts may be appointed to make an independent enquiry into the working of the various scholarship schemes and their administration and this Committee may inter alia consider the following points:—*

- (1) *Procedure to be followed for inviting applications for the award of scholarships.*
- (2) *Average period to be allotted for the receipt of applications after the date of publicity.*
- (3) *Procedure to be followed for screening of applications and selection of candidates.*
- (4) *The amount and terms of scholarships.*
- (5) *Laying down the subjects for which scholarships are to be awarded and their number.*
- (6) *Conditions of eligibility.*
- (7) *Reasons for non-utilisation of full quota and remedial measures thereto.*
- (8) *Procedure to be adopted for keeping a proper follow-up after the scholars complete their studies.*

## IV. MISCELLANEOUS

### A. Statistical Publications

62. The Committee were informed that the functions of the Ministry are educational planning and co-ordination for the whole of India and to act as an agency for the collection and dissemination of information on education and initiation of new schemes to be followed up by the States. Accordingly, the Ministry of Education is having a section each for the work relating to Publications and Statistics. The latest publication about educational statistics which was made available to the Committee, pertains to the year 1954-55. Referring to the delay in the publication of these statistics, the representative of the Ministry stated that the preliminary material had to be collected from the State Governments and that they were taking anything from 12 to 15 months to collect the material. With a view to expedite the process of collection of basic statistics, the Ministry has been organising short intensive courses for training the staff both in the Universities and in the Education Departments of the respective State Governments. On the whole, the process of reconciliation, scrutiny, compilation, consolidation, drafting and printing takes something like two years. *The Committee are of the view that the period of compilation and publication of statistics should be considerably reduced by standardising and improving the methods of collection and compilation of statistics and by organising frequent meetings with the State officials concerned. The Committee also suggest that the Statistical Organisation of the Cabinet Secretariat may also be consulted about the methods to be employed for expediting the compilation of statistics.*

63. The Committee were informed that the yearly statistical publications were drafted on factual basis only and that no interpretation of statistics was made. This was, however, done in respect of quinquennial reviews, published by the Ministry every five years. *In view of the fact that an analytical interpretation of statistics provides the administration with important tools for assessing and controlling the educational standards and performance in relation to the policy laid down by the Government, the Committee suggest that it should be undertaken as the normal function of the statistical section in the Ministry of Education and in the yearly publication, an introductory chapter should be added in which an analysis is made to reveal the trend in a particular year as revealed by the statistics. The Committee are confident that such a continuous interpretation of trends will prove very useful for further guidance in implementing the programme of the Five Year Plans.*

64. *The Committee suggest that the statistical publications undertaken by the Ministry should be a little more descriptive and informative to catch the imagination of the people. Achievements of the Ministry in the field of education should also be compared with the targets aimed at.*

*The Committee also suggest that all such publications should normally be supplied to the Members of the two Financial Committees of Parliament and others interested in the subject.*

### **B. All India Educational Service**

65. The Committee were informed that a proposal to form an All India Educational Service had been considered by the Ministry in the past, but the response from most of the States was not encouraging. *In the absence of the agreement of the States, the Ministry had not made any progress in the matter. The Committee consider this as unfortunate and recommend that fresh efforts should be made in this direction at the highest level.*

### **C. Educational Institutions under the Ministry of Defence**

66. The Committee have learnt that the Ministry of Defence was spending considerable amounts on the K.G. Schools, the Sainik School, N.C.C., and A.C.C. and the Himalayan Mountaineering Institute. *In this connection, the Committee would like to reiterate their recommendation contained in the Sixty-third Report (First Lok Sabha) on the Ministry of Defence:—*

*“The Committee feel that schemes like K.G. Schools, the Sainik School, N.C.C., Lok Sahayak Sena, Auxiliary Cadet Corps etc., should actually form part of the country's educational system and are not a legitimate charge on the Defence Budget. They suggest that the feasibility of the expenditure being borne by the Education Ministry should be examined.”*

### **D. Literacy Campaigns**

67. During the course of their examination, the Committee came to know the details of a mass Campaign being organised by the Zillar Shala Mandal of the Gohilwad District of the State of Bombay for the eradication of illiteracy. The campaign will be restricted to some selected National Extension Service Blocks. During the period of the campaign, it is stipulated to train 1,000 to 1,200 illiterates in each of the selected Blocks. Provision has also been made for the payment of honorarium to teachers, students and social workers who participate in the mass campaign. Advisory Committees, both at the Taluk and the village levels, have been appointed for the success of the campaign which will last for two months. *The Committee*



*suggest that the results of this campaign should be watched carefully and if they are found to be satisfactory, similar campaigns should be organised in other States also.*

### **E. Expenditure on Taxi-hire.**

68. From a reply to a question put by a Member in the Lok Sabha, the Minister of Finance stated *inter alia* that the Ministry of Education and Scientific Research had spent the following amounts as taxi-hire charges during the last three years:—

Year	Amount
	Rs.
1955-56 .. .. .	26,912
1956-57 . . . . .	3,07,670
1957-58 .. .. .	21,808

*The Committee were surprised to learn about these figures, especially, the amount of Rs. 3,07,670 spent during the year 1956-57. In this connection, the Committee were informed that a sum of Rs. 2,49,849 was spent on making transport arrangements for the UNESCO session held in New Delhi during that year. The Committee feel that the amount of expenditure is on the high side. The Committee suggest that the matter may be carefully examined by the Ministry with a view to see how far this expenditure was justified and how such expenditure can, in future, be kept to the minimum.*

### **F. Radio Lectures.**

69. There is a large number of persons who, though desirous of pursuing higher studies, are unable to do so due to financial and other difficulties and have to take up jobs at an early age. Many of them would, however, like to continue their further studies if suitable facilities are available to them. Such persons are not in a position to take advantage of the regular lectures given in colleges. For the benefit of such students, the Committee suggest that the Education Ministry should consider the working out of a suitable scheme in consultation with the Ministry of Information and Broadcasting whereby it would be possible for qualified teachers to deliver a course of lectures on specified subjects on radio. These lectures can also be recorded and played back on gramophones or tape recorders to evening classes which may be opened at various places for the convenience of those who might not possess radio sets. Such a scheme should be given sufficient publicity so that maximum number of persons can take advantage of it by paying a nominal fee per month.

## **G. Educational facilities for the wards of Central Government servants.**

70. The Central Government servants, whose services are liable to be transferred from place to place and State to State, often experience considerable difficulty in getting admission to their wards in schools at the new places of transfer. This sometimes even results in a loss of one academic year of the wards concerned. *The Committee suggest that in order to overcome this difficulty, the Ministry of Education should arrive at suitable arrangements with the State Governments concerned to ensure that the wards of the Central Government servants on transfer are given admission in their equivalent classes in appropriate schools without undue loss of time. Where this arrangement is not found to be feasible due to overcrowding in the existing schools, the Ministry may even consider the feasibility of opening a chain of new schools with common medium of language and common syllabus where such facilities could be made available to the wards concerned.*

## **H. Corrigendum**

71. The opportunity is taken to correct an error contained in para 156 (Pages 57-58) and Serial No. 51 of Appendix IX (page 89) of the Ninth Report (Second Lok Sabha).

(a) Para. 156, pages 57-58—

(i) *Delete* 4th sentence beginning with “The Committee have” . . . . . and ending with “the Union Territories.”

(ii) *Delete* the word “further” in the 5th sentence.

(b) Recommendation No. 51, page 89—

(i) *Delete* 2nd sentence beginning with “The Committee have” . . . . . and ending with “the Union Territories.”

(ii) *Delete* the word “further” in 3rd sentence.

NEW DELHI;  
The 23rd April, 1958.

BALVANTRAY G. MEHTA,  
Chairman,  
Estimates Committee.



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## APPENDIX II

(Vide Para. 6)

*An analysis of the manner of representation exercised by the Ministry of Education and Scientific Research on educational institutions, boards and committees.*

### I Nature of Committees on which the Ministry is Represented

From the statement furnished by the Ministry, it appears that the Ministry is represented on 141 institutions all over the country. Out of this number, 87 are technical institutions. This number includes institutions like degree colleges, polytechnics and engineering schools managed by Government, universities and private bodies. Besides safeguarding the financial interests of the Government of India in technical and engineering institutions which are aided by Government, other representative functions of the Ministry fall into the following broad categories :

- (i) Aided institutions other than engineering and technical institutions
- (ii) Subordinate committees of managed and aided institutions like the Finance Committee, Building and Works Committee, Establishment Committee, etc.
- (iii) Co-ordinating functions.

In the first category, there are institutions specialising in commerce, pharmacy, social welfare and business management, printing, town and country planning, mines and applied geology, etc.

In the second category are some subordinate committees like the Building and Works Committee of the Indian Institute of Technology Kharagpur, the Establishment Committee of the Delhi Polytechnic, the Finance Committee of the Indian Institute of Science, Bangalore, and the Academic Council of the Delhi University.

In the third category are institutions and committees like the Silk and Art Silk Research Association, the Institute of Nuclear Physics, University of Calcutta, Boards of Studies in Applied Chemistry, Radio Physics and Electronics of the University of Calcutta and the Central Board of Geophysics, the Advisory Board of the College of Military Engineering, Kirkee, State Committees on Technical Education, Scientific Personnel Committee, Selection Committee for selection of Burmah Shell and Assam Oil Co., Scholars for training abroad, Advisory Committee on Vigyan Mandir Scheme, Standing Committees for the popularisation of science in India, National Council for Training in Vocational Trade, committees to deal with the manpower problems and Apprenticeship Committee of the Regional Directorate of Resettlement and Employment, Delhi Administration.

## II. Level of Representation

The representation is exercised by Assistant Educational Advisers in 70 institutions. Remaining institutions/committees are represented by the Deputy Educational Adviser, the Joint Educational Adviser and the Secretary of the Department of Scientific Research and Technical Education. The Assistant Educational Advisers generally represent the Central Government on the Managing Committees of aided bodies. Their headquarters are located in Bombay, Madras, Calcutta and Kanpur and their jurisdiction lies within their respective regions. The number of institutions served by each of the above officers is given below:

### A. A.E.As. in-charge of Regional offices

	No. of institutions/ Committee
1. Shri R. S. Bhandarkar . . . . .	16
2. Shri J.C. Ajmani . . . . .	12
3. Shri K. N. Sundaram . . . . .	17
4. Shri N. C. Chakravarty . . . . .	23

### B. Officers serving in headquarters of the Ministry of Education.

1. Shri H. S. Shahani, A.E.A. . . . .	2
2. Shri L. S. Chandrakant, D.E.A. . . . .	6
3. Shri G. K. Chandiramani, J.E.A. . . . .	10
4. Prof. M. S. Thacker, Secretary . . . . .	2

2. Professor M. S. Thacker, in his capacity as the Secretary of the Department of Scientific Research and Technical Education, is the Chairman of the Governing Board of the Delhi Polytechnic and the School of Town and Country Planning. The former is managed by the Government of India while the latter is a Society registered under the Registration of Societies Act, 1866 and financed entirely by Government.

3. The Joint Educational Adviser represents the Ministry on the Senate of the University of Roorkee, Academic Council of the Delhi University, Board of Governors of the Indian Institute of Technology, Kharagpur, the Council of the Indian Institute of Science, Bangalore and its Finance Committee. In the following institutions/committees, it appears he performs co-ordinating functions on behalf of the Ministry of Education:

1. Governing Body of Shri Ram Institute.
2. Standing Metric System Committee.
3. Scientific Personnel Committee.
4. Selection Committee for the selection of Burmah Shell and Assam Oil Co. scholars for training abroad.
5. Advisory Board of the College of Military Engineering, Kirkee.

4. The Deputy Educational Adviser represents the Ministry on the Governing Board of the Delhi Polytechnic, Delhi and perhaps he performs co-ordinating functions in the following institutions/committees:

1. Central Board of Geophysics.
2. Advisory Committee of Vigyan Mandir Scheme.

3. Standing Committee for the Popularisation of Science in India.
4. National Council for Training in Vocational Trade.
5. The Committee to deal with the Manpower Problems.

### III. Nature of representation whether delegated by a statute or by Government Resolution or by invitation.

The following are some of the forms used to denote the nature of representation exercised on behalf of the Ministry of Education :

- (i) "Nominated by Government of India"
- (ii) "Nominated by Government of India *vide* letter"
- (iii) "Nominated by \* and approved by the Ministry"
- (iv) "Nominated by \*\* *vide* resolution and approved by the Ministry *vide* letter".
- (v) "Nominated by \*\*\* and approved by Government of India"
- (vi) "Nominated by \* *vide* letter and approved by the Ministry on the same letter".
- (vii) "By Government Resolution"
- (viii) "By invitation extended by the Government of \*\*"
- (ix) "By Delegation"
- (x) "In accordance with the terms and conditions of the grant sanctioned to the organisations concerned"
- (xi) "It was, however, decided in the meeting of the Executive Committee held on— *vide* item No.— that a representative of the Ministry of Education should act on the Selection Committee which was renamed as Establishment Committee".
- (xii) "The representation on the Council of the Indian Institute of Science Bangalore is as provided in the schemes and regulations for the administration and management of the properties and funds of the Institute which was approved by the Central Government".
- (xiii) "Statutory representation"
- (xiv) "Representation by virtue of the provision in the constitution of the respective bodies".

2. Shri R. S. Bhandarkar, A. E. A. (Tech.) is representing the Ministry of Education on Technical Education Committee of the Silk and Art Silk Mills Research Association Bombay by approval of the Government of India. He is representing the Ministry on—

- (a) the Board of visitors for the faculty of Technology (including engineering) Baroda having been nominated by the Vice-Chancellor of M.S.S. University Baroda *vide* letter No. AD.884, dated 8-10-1955 and approved by the Ministry;

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\* Non-official bodies.

\*\* State Governments.

\*\*\* Delhi Administration.



- (b) the Advisory Committee for the Faculty of Technology (including engineering) Baroda having been nominated by the Vice-Chancellor *vide* letter No. A.D.M. 54, dated 5-7-1957 and approved by the Ministry;
- (c) the State Council of Technical Education, Bombay having been nominated by the Director of Technical Education, Bombay *vide* letter No. B/CTE/10237, dated 22-7-1957 and approved by the Ministry on the same letter;
- (d) the State Apprenticeship Committee having been nominated by the State Government *vide* Resolution No. T.S.A.-3857/T, dated 10-5-57 and approved by the Ministry *vide* letter No. F. 19-12-57 T. I. dated 12-7-1957.

#### IV. Nature of Brief given to the Official Representative in the exercise of the Financial, Academic and Executive Interests of the Ministry

The following are the different forms in which brief is given to the official representatives in the exercise of the financial, academic and executive interests of the Ministry:

- (a) to watch progress of technical education as per the policy laid down from time to time by the All India Council for Technical Education and to ensure that the Government of India grants are used for the purpose intended.
- (b) No. brief is given.  
By virtue of the official position the representative offers such advice in meetings as is consistent with the policies laid down by the Government in respect of various matters.
- (c) By ensuring that the advice of the All India Council for Technical Education and the Government of India's instructions as drawn up from time to time are implemented.
- (d) In respect of the Delhi Polytechnic, Government decisions on policy matters connected with the proposals placed for the consideration of Governing Body and comments on various items of works are offered.
- (e) In respect of the Establishment Committee of the Governing Body of the Delhi Polytechnic, office comments on various items connected with the establishment placed for consideration of the Committee are offered.
- (f) In respect of the Council of the Indian Institute of Science, Bangalore and its Finance Committee, "The Ministry's views are given in respect of various items on the agenda of the meetings in respect of all interests keeping in view, however, the autonomous nature of the Institute."
- (g) In respect of the Indian Institute of Technology, Kharagpu<sup>1</sup> "Office Comments are offered on the various items of work and proposals placed for consideration of the Board."
- (h) In respect of the School of Town and Country Planning, the Chairman has powers to convene meetings of the Board at any time he considers it necessary and also exercise such other powers as may be prescribed by the Rules.

- (i) In respect of the Apprenticeship Committee, Regional Directorate of Resettlement and Employment, Delhi Administration, "to give advice on apprenticeship training"

#### V. Manner in which the Representation is being Exercised

- (i) *Institutions in the Western Region*

"as done in corporate bodies"

- (ii) *Institutions in the Northern Region*

"The Managing Committee is responsible for the day to day administration of the Institute, the control is exercised on the purchase of Equipment, construction of buildings, recruitment of staff and admission of students and other connected matters.

- (iii) *Institutions in the Southern Region*

"By examining agenda for meeting well in advance, expert advice on the subjects and ensuring that the information is made available in the concerned meeting.

- (iv) *Institutions in the Eastern Region*

"The meeting of the Governing Bodies is generally held four times in a year and the representative of the Ministry attends the meeting of each institute, generally once a year on an average except in the case of institutions near about Calcutta where the representative attends almost all the meetings.

- (v) *The Council of Indian Institute of Science, Bangalore*

"The representative attends meeting and expresses the views of the Ministry and his own as member of the Council".

- (vi) *The Indian Institute of Technology, Kharagpur and the School of Town and Country Planning*

"The member attends meetings and represents the views of the Ministry wherever necessary"

- (vii) *Apprenticeship Committee, Regional Directorate of Resettlement and Employment, Delhi Administration*

"The member attends the meetings and offers comments on Technical matters.

#### VI. Total number of meetings held and the number of meetings attended by the Representatives of the Ministry of Education

Name of the representative and designation	Total No. of meetings held	No. of meetings attended	No. of meetings in which the representative could not remain present
1	2	3	4
1. Shri R. S. Bhandarkar A.E.A. (Bombay)	82	55	27
2. Shri T. C. Ajmani A.E.A. (Kanpur)	47	24	23

	1	2	3	4
3. Shri K. N. Sundaram A.E.A. (Madras)		42	31	11
4. Shri N. C. Chakravarty A.E.A. (Calcutta)		*	*	*
5. Shri Biman Sen, A.E.A.		7	7	..
6. Shri H. S. Shahani A.E.A.		2	2	..
7. Shri L. S. Chandrakant, D.E.A.		6	4	2 }
		..	6	2 }
8. Shri G. K. Chandiramani J.E.A.		39	31	8 }
		..	16	24 }
9. Shri H. Kabir	} . . .	10	7	2
Shri K. G. Saiyidain				
Shri M. S. Thacker				

**THE MINISTRY OF EDUCATION, EXCLUDING THE DEPARTMENT OF SCIENTIFIC RESEARCH AND TECHNICAL EDUCATION**

**I. Names of Committees and nature of Committees on which the Ministry is Represented**

The Ministry of Education and Scientific Research, excluding the Department of Scientific Research and Technical Education is represented on 54 institutions/committees. The nature of representation is mainly of the following broad categories:—

- (i) Advisory
- (ii) Supervisory as in grant aided institutions
- (iii) Statutory
- (iv) Executive.

In the first category, there are twenty-eight institutions like the Central Advisory Board of Education, All India Council of Sports, Central Advisory Board of Physical Education and Recreation, Central Advisory Committee for N.C.C., National Council for Rural Higher Education, All India Council for Secondary Education, Central Advisory Board of Museums, Central Advisory Board of Anthropology. etc. (Annexure 'A').

\*The meeting of the Governing Bodies is generally held four times in a year and the representatives of the Ministry attend the meeting of each Institute generally once a year on average except in the case of institutions near-about Calcutta where the representative attends almost all the meetings. 20 meetings out of 50 held in addition to those attended as the representative of the Eastern Regional Committee.

In the second category, there are twenty-six institutions like the Board of Governors of Laxmibai College, Gwalior, Board of Governors, Lawrence School, Sanawar, Managing Committee of the Jamia Millia, National Book Trust etc., (Annexure 'B').

In the third category, representation is statutorily exercised on the University Grants Commission.

In the fourth category, representation is exercised on the Technical Assistance Selection Committee of the Ministry of Finance (Department of Economic Affairs) for Colombo Plan and Point Four Programme. In the statement furnished by the Ministry, it is stated,

“Mrs. E. B. Joshi, Deputy Secretary, Scholarships Division, represents at the meetings of the Committee as and when these are convened by the Finance Ministry as an expert in the method of selection by virtue of being in charge of the Scholarships Division where several selections are made every year.”

## II. Level of Representation

The representation is exercised at all levels. The Secretary represents the Ministry in the largest number of twenty institutions/committees, out of which he is the Chairman of four and Vice-President of one institution. The number of institutions/committees represented at J.E.A.'s level is 19. In four institutions/committees J.E.A. is the Chairman.

*Private Secretary to the Minister of Education also represents the Ministry on two institutions/committees.*

12 and 7 institutions/committees are represented at the level of D.E.A and A.E.A., respectively.

In the Inter-Government Copyright Committee set up under the auspices of UNESCO, the Ministry was represented by Shri B. N. Lokur, Joint Secretary, Ministry of Law to attend the first meeting held in Paris.

In the following committees/institutions, some non-officials represented the Ministry of Education:

- (i) Editorial Board, Sanskrit Dictionary, Department of the Deccan College, Poona.
- (ii) General Council, Sahitya Akadami.
- (iii) Executive Board of the Sahitya Akadami.

In some institutions, like the Jamia Millia Islamia and the Anjumane-e-Tarraqui Urdu-Hindi, Aligarh, both the Ministry of Education and the Ministry of Finance are represented.

## III. Nature of Representation whether Delegated by a Statute or by Government Resolution or Invitation etc.

The following are some of the forms used to denote the nature of representation exercised on behalf of the Ministry of Education:—

- (i) “By Government of India Resolution”
- (ii) “By invitation”

- (iii) "As per the constitution of the institution concerned"
- (iv) "By agreement entered into with UNESCO"
- (v) "Statutory"
- (vi) "Nominated by the Government of India"
- (vii) "By an official letter"

In respect of the Board of Scientific Terminology, the Finance Committee and the Jamia Millia Islamia, details have not been furnished.

#### **IV. Nature of brief given to the Official Representative in the exercise of the Financial, Academic and Executive Interests of the Ministry**

The following are the different forms in which brief is given to the official representative in the exercise of the financial, academic and executive interests of the Ministry:—

- (a) "No formal brief is given as the meetings of the Board are conducted by the Chairman who is the Minister himself. The Secretary being a representative of the Ministry itself, the whole agenda and proceedings of the meetings are prepared by him".
- (b) "No formal brief is normally given. They are expected to communicate the Ministry's point of view to the Committee to watch the interests of the Ministry and to give advice to the Committee."
- (c) "On receipt of the agenda of the meeting, a note giving the comments on each item thereof, suggesting the stand to be taken by the representative of the Ministry is prepared and is given to the representative of the Ministry"
- (d) "Educational Adviser acts as the controlling authority of the Central Board of Secondary Education, Ajmer. As the controlling authority, he has the right to address the Board with reference to any work conducted or done by the Board and to communicate to the Board his views on any matter with which the Board is concerned. The Board reports to the controlling authority such action, if any as it is proposed to take or has been taken upon his communication. If the Board does not, within a reasonable period of time, take action to the satisfaction of the controlling authority, he may after considering any explanation furnished or representation made by the Board, issue such directions consistent with the Resolution and the Board is supposed to comply with such directions. In any emergency, the controlling authority takes such action consistent with the resolution without previous consultation with the Board."
- e) "In respect of the Jamia Millia Rural Institute, the brief is to ensure that the programme of the Rural Institute is in conformity with the financial, executive and academic standards laid down by the Ministry on the recommendation of the National Council for Rural Higher Education."
- (f) "In respect of the All India Council for Secondary Education Secretary in his capacity as the Chairman exercises the powers and functions for immediate implementation of decisions during the periods when the Council is not in session. But, any decision

taken by him will be reported to the Council for confirmation. He presides over the meetings of the Council. All matters to be discussed at the Council receive his prior approval. He receives money from the Government of India on behalf of the Council and authorises expenditure. The Secretary keeps a record of the proceedings of the Board, gives notices of the meetings, prepares and circulates agenda, executes decisions of the Council and performs duties pertaining to the office of the Secretary."

- (g) In respect of the Board of Administration, Deshbandhu College, Kalkaji, the nature of brief is stated to be "the future set up of the Deshbandhu College, Kalkaji". Secretary of the Ministry of Education is the Chairman of the Board.
- (h) In respect of the Hindi Shiksha Samiti, a copy of the agenda and the detailed memoranda on the items of the agenda are supplied.
- (i) In respect of the International Association for the exchange of students for technical experience, the representative of the Ministry is expected to represent the Indian National Committee of the International Association for the Exchange of students for technical experience at its annual conference. He is also required to exchange offers and obtain as many offers as possible, for Indian trainees.

The fields in which offers are desired for Indian trainees and in which offers can be made to nationals of member countries are communicated to him. He conveys the views and decisions of the India National Committee on various issues to the other delegates of member countries.

- (j) In respect of Technical Assistance Selection Committee of the Ministry of Finance (Department of Economic Affairs) for Colombo Plan and Point Four Programme, the representative of the Ministry attends the meetings "as an expert in the methods of selection by virtue of being in charge of the Scholarships Division where several selections are made every year".
- (k) In respect of the first meeting of the Inter-Government Copyright Committee, set up under the auspices of UNESCO and held in Paris, Shri B. N. Lokur, Joint Secretary, Ministry of Law attended on behalf of the Ministry of Education. No specific brief was given to him.

#### **V. Manner in which the Representation is Exercised**

In respect of the Board of Governors, Lawrence School, Sanawar (Simla) and the Board of Administration, Lawrence School, Lovedale (Nilgiris), J.E.A. of the Ministry is the Chairman of the Board of Governors and in that capacity, he approves the agenda of the meetings of the Board and presides over the meetings.

In respect of the Central Board of Secondary Education, Ajmer, the Educational Adviser is the controlling authority of the Board. He does not attend the meetings of the Board but the Board refers matters to him.

**VI. Number of Meetings held and the total number of Meetings in which the Official Representatives could not remain present**

Most of the information supplied by the Ministry is incomplete in many respects. It is, therefore, not possible to present this data in tabular form.

In respect of Anjumane-e-Tarraqui-e-Urdu-Hindi, Aligarh and the Central Asiatic Society, Calcutta, out of the total number of 47 and 69 meetings respectively held so far, only 6 and 2 meetings respectively were attended by the representative of the Ministry of Education. The representative of the Ministry of Finance has not attended any of the above meetings although, he is representing the Ministry of Education on several Committees of the Anjumane-e-Tarraqui-e-Urdu-Hindi, Aligarh.

## ANNEXURE 'A'

*Institutions/Committees in which representation is exercised in an advisory manner*

1. Central Advisory Board of Education.
2. All India Council of Sports.
3. Central Advisory Board of Physical Education and Recreation.
4. Export Promotion Council.
5. Governing Body of the Delhi University Students Health Centre.
6. Central Advisory Committee for N.C.C.
7. Inter-State Board for Anglo-Indian Education.
8. Central Board of Secondary Education, Ajmer.
9. National Council for Rural Higher Education.
10. Standing Committee of the National Council for Rural Higher Education.
11. All India Council for Secondary Education.
12. Board of Scientific Terminology.
13. Advisory Committee for Research Centre on the Social implications of industrialization in Southern Asia, Calcutta.
14. National Liaison Committee in respect of the research centre on the social implication of industrialisation in Southern Asia.
15. International Association for the Exchange of students for Technical experience.
16. Advisory Committee of the Extension Services Department of the Teachers' Training Institutions, Jamia Islamia.
17. Delhi State Social Education Advisory Board.
18. Audio-Visual Education Board (Delhi Administration).
19. Advisory Committee for the production of Gramophone records (Ministry of Information and Broadcasting).
20. Central Advisory Board of Museums.
21. Decoration Committee of the Ministry of Works, Housing and Supply
22. Inter-Governmental Copyright Committee set up under the auspices of UNESCO.
23. Advisory Board to advise Government in the construction of Huen-Tsang Memorial Hall of Nalanda.
24. Central Advisory Board of Archaeology.



25. Expert Committee set up to advise Government of India on the measures to be taken for shifting the relics unearthed during the course of excavations at Nagarjunakonda.
  26. Central Advisory Board of Anthropology.
  27. Co-ordination Committee set up to co-ordinate activities of Nagarjunakonda Excavation Project and Nagarjunasagar Project.
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## ANNEXURE 'B'

*Institutions/Committees in which representation is exercised  
in a supervisory manner*

1. Board of Governors of Laxmibai College, Gwalior.
2. Board of Governors, Lawrence School, Sanawar (Simla).
3. Board of Administration, Lawrence School, Lovedale.
4. Managing Committee of the Jamila Millia, Rural Institute, Delhi
5. Board of Administration, Deshbandhu College, Kalkaji.
6. Hindi Shiksha Samiti.
7. Advisory Committee of the Extension Services Department of the Teachers' Training Institutions, Jamia Millia, Delhi.
8. Delhi Library Board.
9. National Book Trust.
10. Governing Body and the Finance Committee of the I. C. C. R.
11. International Students' House Society.
12. Board of Management of Bal Bhawan.
13. National Art Treasures Fund.
14. Sangeet Natak Akadami
  - (a) General Council
  - (b) Executive Board
  - (c) Finance Committee
15. Lalit Kala Akadami
  - (a) General Council
  - (b) Executive Board
  - (c) Finance Committee
16. Editorial Board, Sanskrit Dictionary Department of Deccan College, Poona.
17. Council of Management, Deccan College, Post-graduate and Research Institute, Poona.
18. General Council, Sahitya Akadami.
19. Executive Board, Sahitya Akadami.
20. Finance Committee, Sahitya Akadami.
21. Finance Committee, Jamia Millia Islamia.
22. General Body, Anjumane-e-Tarraqui-e-Urdu-Hindi, Aligarh.
23. Executive Committee, Anjumane-e-Tarraqui-e-Urdu-Hindi, Aligarh.
24. Literary Committee, Anjumane-e-Tarraqui-e-Urdu-Hindi, Aligarh.
25. Finance Committee, Anjumane-e-Tarraqui-e-Urdu-Hindi, Aligarh.
26. Council of the Asiatic Society, Calcutta.

## APPENDIX I

(Vide para 34)

*Statement showing the various Scholarship Schemes administered by the Union Ministry of Education*

### I. Scholarships or studies abroad

Section I—*Government of India Schemes.*

1. Central Overseas Scholarships Scheme.
2. Central States Scholarships Scheme. (Union Territories Overseas Scholarships from 1957-58).
3. Foreign Languages Scholarships Scheme.
4. Indo-German Industrial Cooperation Scheme (Post-Graduate Studies).
5. Indo-German Industrial Cooperation Scheme (Practical Training).
6. Overseas Scholarships Scheme for the Scheduled Castes, Scheduled Tribes and Other Backward Classes.
7. Twenty Fully Paid Overseas Scholarships Scheme.

Section II—*Scholarships/Fellowships under the Colombo Plan, Point Four Programme and Wheat Loan Programme.*

8. Commonwealth Technical Cooperation Scheme (Colombo Plan).
9. Point Four Programme (Technical Cooperation Mission).
10. India Wheat Loan Educational Programmes.

Section III—*U.N. and Unesco Fellowships and Scholarships Programme.*

11. U. N. Social Welfare Fellowships and Scholarships Programme.
12. Unesco Technical Assistance (Normal) Programme.
13. Unesco Expanded Technical Assistance Programme.

Section IV—*Scholarships and Fellowships offered by Foreign Governments.*

14. Fellowships offered by the Government of the Netherlands.
15. Scholarships offered by the Federal Republic of Germany.
16. Scholarships offered by the Government of France.
17. Scholarships offered by the Government of Italy.
18. Scholarships offered by the Government of Norway.
19. Scholarships offered by the Government of Switzerland.

Section V—*Scholarships offered by Foreign Institutions and Organisations.*

20. British Council Scholarships.
21. Brush Aboe Group Commonwealth Scholarships Scheme.
22. Federation of British Industries (United Kingdom) Overseas Scholarships.
23. London University Institute of Education Fellowships.

24. Science Research Scholarships of the Royal Commission for the Exhibition of 1851.
25. Rutherford Scholarship of the Royal Society.
26. Training Scheme of the London Transport Executive, United Kingdom.
27. Training under the auspices of the International Association for the Exchange of Students for Technical Experience.

## **II. Scholarships for Indian Nationals for studies in India.**

28. Research Training Scholarships.
29. Practical Training for Engineering and Technological Students.
30. National Research Fellowships in Science and Technology.
31. Research Scholarships in Humanities.
32. Government of India Merit Scholarships in Public Schools.
33. Scholarships for Post-Matric Studies in Hindi to Students belonging to Non-Hindi speaking areas. ;
34. Scholarships to Young Workers in Different Cultural Fields.
35. Merit Scholarships for Post-Matriculation Studies in India.
36. Government of India Scholarships to Scheduled Castes, Scheduled Tribes and Other Backward Classes.
37. Scholarships for the Deaf.
38. Post-School Scholarships for the Blind.
39. Scholarships for the Orthopaedically Handicapped.

## **III. Scholarships for Foreign Nationals for Studies in India.**

40. Technical Cooperation Scheme (Colombo Plan) Fellowships and Scholarships for Studies in India.
41. Indo-German Industrial Cooperation Scheme—Fellowships for German Nationals.
42. Unesco Fellowships for Other Member States' Nationals for Study/ Training in Educational Institutions.
43. Government of India French Fellowship Scheme.
44. Programme for the Exchange of Scholars between China and India. for Chinese Students for studying English, Persian, Hindi and Urdu..
45. Reciprocal Scholarships Scheme.
46. General Cultural Scholarships Scheme.
47. Scheme for Award of Scholarships to Bhutanese Students.
48. Cottage Industries and Other Vocational Training Scheme.

## **IV. Scholarships for Scheduled Castes and Tribes and Other Backward Classes.**

49. Scheduled Castes, Scheduled Tribes, and Other Backward Classes Scholarships scheme
  - (i) The Inland Scholarship Scheme.
  - (ii) Facilities for Advanced Studies Abroad.

## APPENDIX IV

(Vide para 36)

*Statement showing the officials, of the Ministry, officials from outside and non-officials on various selection committees*

Sl. No.	Name of the Scholarships Scheme	Officials of the Ministry	Officials from outside	Non-officials	Total
1	2	3	4	5	6
1.	Modified Overseas Scholarships Scheme, 1955-56 . . . .	2	3	..	5
2.	Central Overseas Scholarships Scheme, 1956-57 . . . .	3	4	..	7
3.	Central Overseas Scholarships Scheme, 1957-58 . . . .	3	2	1	6
4.	Central States Scholarships Scheme, 1955-56 . . . .	2	1	1	4
5.	Central States Scholarships Scheme, 1956-57 . . . .	3	2	..	5
6.	Central States Scholarships Scheme, 1957-58 . . . .	4	5	2	11
7.(1)	Foreign Languages Scholarships Scheme, 1955-56 (For Arabic, Persian and Turkish Languages)	2	5	1	8
(2)	Foreign Languages Scholarships Scheme, 1955-56 (For French, German, Spanish and Italian Languages) . . . .	2	4	..	6
(3)	Foreign Languages Scholarships Scheme, 1955-56 (For Chinese and Japanese Languages) . . . .	2	3	..	5
(4)	Foreign Languages Scholarships Scheme, 1955-56 (For Russian Language) . . . .	2	1	1	4
8.	Foreign Languages Scholarships Scheme, 1956-57 . . . .	The constitution of the Selection Committee for various groups of languages during 1956-57 was the same as in 1955-56.			

1	2	3	4	5	6
9. Indo-German Industrial Cooperation Scheme, 1956-57					
(a) Scholarships for Post-graduate studies . . . . .	3	3	..		6
(b) Scholarships for Practical training . . . . .	3	6	1		10
10. Programme for Exchange of Scholars between China and India, 1955-56 . . . . .	4	4	1		9
11. Programme for Exchange of Scholars between Czechoslovakia and India, 1957-58 . . . . .	4	5	..		9
12. Programme for Exchange of Scholars between Iran and India, 1957-58	2	1	..		3
13. Colombo Plan, 1955 . . . . .	4	3	..		7
14. Colombo Plan, 1957 . . . . .	5	2	..		7
15. Australian Government's Scholarships in Audio-Visual Aids (Colombo Plan, 1956) . . . . .	3	2	..		5
16. Point Four Programme, 1955 . . . . .	4	3	..		7
17. Point Four Programme, 1957 . . . . .	5	2	..		7
18. U. N. Social Welfare Fellowships/Scholarships Programme, 1955 . . . . .	2	5	3		10
19. U. N. Social Welfare Fellowships/Scholarships Programme, 1956 . . . . .	2	3	2		7
20. U. N. Social Welfare Fellowships/Scholarships Programme, 1957 . . . . .	2	3	2		7
21. UNESCO Fellowship in Educational Psychology, 1955-56 . . . . .	4	..	1		5
22. UNESCO Fellowship in Oceanography, 1955-56 . . . . .	3	1	1		5
23. UNESCO Fellowship in Arid Zone Research, 1955-56 . . . . .	3	..	2		5
24. UNESCO Grants for Regional Cultural Studies—Offer of one Fellowship to an Indian National, 1956-57 . . . . .	3	..	1		4
25. UNESCO Fellowship for Production of Reading Material for Neo-Literates, 1956-57 . . . . .	3	1	1		5
26. UNESCO Fellowships for Reading Material for Neo-Literates, 1957-58 . . . . .	4	1	1		6

1	2	3	4	5	6
27. UNESCO Fellowship for International Understanding and Cooperation, 1957 . . . .		4	..	..	4
28. Austrian Government's Scholarships for Training in Banking, 1956-57		2	1	1	4
29. French Government Scholarships, 1957-58					
(a) Post-graduate Studies . . . .		3	4	1	8
(b) Scholarships for Specialised training . . . . .		3	5	1	9
30. Belgian Government Scholarships, 1957-58 . . . . .		3	2	1	6
31. Israel Government Scholarships, 1955-56 . . . . .		3	2	..	5
32. Italian Government Scholarships, 1955-56 . . . . .		4	1	2	7
33. Italian Government Scholarships, 1956-57 . . . . .		4	2	..	6
34. Italian Government Scholarships, 1957-58 . . . . .		4	1	..	5
35. Netherlands Government Scholarships, 1955-56 . . . . .		2	1	1	4
36. Netherlands Government Scholarships, 1956-57 . . . . .		3	3	..	6
37. Netherlands Government Scholarships, 1957-58 . . . . .		3	1	1	5
38. Norwegian Government Scholarships, 1955-56 . . . . .		2	1	1	4
39. Norwegian Government Scholarships, 1957-58 . . . . .		2	3	..	5
40. Swedish Government Scholarships, 1957-58 . . . . .		3	1	2	6
1. Swiss Government Scholarships, 1955-56 . . . . .		3	1	1	5
42. Swiss Government Scholarships, 1956-57 . . . . .		3	2	1	6
43. Swiss Government Scholarships, 1957-58 . . . . .		3	1	1	5
44. U.S.S.R. Government Scholarships, 1957-58 . . . . .		3	3	2	8

1	2	3	4	5	6
45	West German Government Scholarships				
	(a) (i) Ad-hoc, 1955-56 . . . .	3	2	..	5
	(ii) Ad-hoc, 1956-57 . . . .	4	2	..	6
	(b) Federal Republic of Germany, 1957-58 . . . .	2	3	2	7
	(c) Hamburg University Students' Union, 1957-58 . . . .	2	3	2	7
46	Yugoslavian Government Scholarships, 1957-58 . . . .	4	1	..	5
47	British Council Scholarships, 1955-56. . . . .	2	..	2	4
48	British Council Scholarships, 1956-57. . . . .	2	..	3	5
49	British Council Scholarships, 1957-58. . . . .	3	..	3	6
50	Brush Aboe Group Commonwealth Scholarships, 1955 . . . .	3	.	..	3
51	Brush Aboe Group Commonwealth Scholarships, 1956. . . . .	4	1	1	6
52	Brush Aboe Group Commonwealth Scholarships, 1957 . . . .	2	2	1	5
53	Free Hanseatic City of Hamburg, Scholarships, 1957-58 . . . .	2	2	2	6
54	Federation of British Industries Scholarships, 1956-57 . . . .	2	1	3	6
55	Federation of British Industries Scholarships, 1957-58 . . . .	3	3	3	9
56	Hamburg Chamber of Commerce Scholarships, 1957-58				
	(a) For Technical Teachers . . . .	2	2	1	5
	(b) For Practical Training' . . . .	2	4	1	7
57	Indian Women's Education Association London Scholarship, 1956-57 . . . . .	3	..	1	4
58	International Association for the Exchange of Students for Technical Experience—Offer for Practical Training, 1955 . . . .	4	2	3	9
59	International Association for the Exchange of Students for Technical Experience—Offer for Practical Training, 1956 . . . .	2	2	1	5



1	2	3	4	5	6
60	International Association for the Exchange of Students for Technical Experience—Offer for Practical Training, 1957 . . .	4	2	1	7
61	London University Institute of Education Fellowships, 1955-56	3	..	2	5
62	London University Institute of Education Fellowships, 1956-57	3	..	1	4
63	London University Institute of Education Fellowships, 1957-58	3	..	1	4
64	Philippines University Scholarships, 1957-58 . . .	2	1	1	4
65	Royal Commission for the London Exhibition of 1851 and Rutherford Scholarship of the Royal Society, 1955-56 . . .	2	2	2	6
66	Royal Commission for the London Exhibition of 1851 and Rutherford Scholarship of the Royal Society, 1956-57 . . .	3	2	1	6
67	Royal Commission for the London Exhibition of 1851 and Rutherford Scholarship of the Royal Society, 1957-58 . . .	3	3	1	7
68	London Transport Executive—Offers of Practical Training, 1956	1	1	1	3
69	London Transport Executive—Offers of Practical Training, 1957	3	1	1	5
70	Sir Isaac Pritman & Son Ltd., London—Commercial Course for Overseas Teachers, 1957-58 .	4	..	..	4
71	General Cultural Scholarships Scheme, 1955-56 . . .	2	3	..	5
72	General Cultural Scholarships Scheme, 1956-57 . . .	2	2	..	4
73	General Cultural Scholarships Scheme, 1957-58 . . .	2	3	..	5
74	Scholarships to Bhutanese Students, 1955-56 . . .	1	..	1	2
75	Merit Scholarships in Public Schools, 1955-56 . . .	3	.	1	4
76	Merit Scholarships in Public Schools, 1956-57 . . .	2	..	2	4
77	Merit Scholarships in Public Schools, 1957-58 . . .	2	1	1	4

1	2	3	4	5	6
78	Merit Scholarships for studies in Hindi to students from non-Hindi speaking States, 1955-56 .	4	..	..	4
79	Merit Scholarships for studies in Hindi to students from Non-Hindi speaking States, 1956-57 .	4	..	..	4
80	Merit Scholarships for studies in Hindi to students from non-Hindi speaking States, 1957-58 .	4	..	..	4
81	Merit Scholarships for Post-Matriculation Studies in India, 1956-57	4	..	..	4
82	Merit Scholarships for Post-Matriculation Studies in India, 1957-58	4	..	..	4
83	Research Scholarships in Humanities, 1955-56 . . . .	2	1	3	6
84	Research Scholarships in Humanities, 1956-57 . . . .	2	..	4	6
85	Research Scholarships in Humanities, 1957-58 . . . .	2	..	4	6
86	Scholarships to young workers in different cultural fields, 1955-56.	1	..	3	4
87	Scholarships to young workers in different cultural fields, 1956-57.	1	..	4	5
88	Scholarships to young workers in different cultural fields, 1957-58.	1	..	4	5

## APPENDIX V

(Vide para 40)

*Statement showing the amount budgeted and actually spent each year (for the last three years) for each of the Scholarship Schemes administered by the Government of India.*

Year	Budget provision	Amount spent
<b>I. Central Overseas Scholarships Scheme</b>		
1954-55	2,39,400	*2,54,835
1955-56	3,14,600	2,72,305
1956-57	3,32,000	2,71,555
*includes expenditure incurred on Central States Scholarships Scheme also.		
<b>II. Central States Scholarships Scheme</b>		
1954-55	55,400	*
1955-56	70,800	39,456
1956-57	1,10,800	73,377
*Please see expenditure given against Central Overseas Scholarships Scheme.		
<b>III. Foreign Languages Scholarships Scheme</b>		
1954-55	1,60,000	3,669
1955-56	1,64,500	53,614
1956-57	3,90,000	1,95,252
<b>IV. Indo-German Industrial Cooperation Scheme</b>		
(a) Scholarships to Indian nationals for study/training abroad		
1954-55	4,71,500*	1,86,738*
1955-56	3,74,200	1,20,797
1956-57	3,04,500	1,11,231
*includes provision made for 'German Fellows for study in India'.		
(b) German Fellows for study in India		
1954-55	*	*
1955-56	68,800	73,732
1956-57	1,13,300	56,565
*Please see expenditure given against IV (a).		
<b>V. Research Scholarships in Humanities</b>		
1954-55	5,00,000	94,488
1955-56	3,60,000	2,26,000
1956-57	3,73,000	1,71,359

Year	Budget Provision	Amount spent
<b>VI Merit Scholarships in Public Schools</b>		
1954-55 . . . . .	2,00,000	89,748
1955-56 . . . . .	3,25,000	73,821
1956-57 . . . . .	4,49,000	4,53,531
<b>VII. Scholarships to young workers in different cultural fields.</b>		
1954-55 . . . . .	3,00,000	38,228
1955-56 . . . . .	3,50,000	1,62,074
1956-57 . . . . .	3,24,000	1,88,180
<b>VIII. Scholarships for Post Matriculation studies in Hindi for the students from non-Hindi speaking States.</b>		
1956-57* . . . . .	1,01,000	15,750
*The scheme was instituted by the Government of India in 1956-57		
<b>IX. Merit Scholarships for Post-Matriculation Studies in India.</b>		
1956-57* . . . . .	2,75,000	2,03,000
*The scheme was instituted by the Government of India in 1956-57.		
<b>X. Technical Cooperation Scheme (Colombo Plan)</b>		
1954-55 . . . . .	3,48,000	2,73,000
1955-56 . . . . .	4,89,000	4,53,047
1956-57 . . . . .	6,12,000	5,66,356
<b>XI. French Fellowships Scheme</b>		
1954-55 . . . . .	20,000	..
1955-56 . . . . .	23,500	13,765 (5,997 mainten- ance and Rs. 7,768 for pas- sage)
1956-57 . . . . .	20,000	16,909
<b>XII. Reciprocal Scholarships Scheme</b>		
1954-55 . . . . .	55,000	39,445
1955-56 . . . . .	52,000	36,808
1956-57 . . . . .	69,000	18,258
<b>XIII. Exchange Programme with China</b>		
1954-55 . . . . .	—	—
1955-56 . . . . .	—	2,508
1956-57 . . . . .	19,600	2,729

Year		Budget provision	Amount spent
<b>XIV. General Cultural Scholarships Scheme</b>			
1954-55	. . . .	6,25,000	5,98,859
1955-56	. . . .	7,25,000	7,49,000
1956-57	. . . .	10,00,000	9,07,835
		(under normal budget)	
		1,23,000	34,560
		(under Second Five Year Plan)	
<b>XV. Cottage Industries and other Vocational subjects Training Scheme</b>			
1954-55	. . . .	28,000	825
1955-56	. . . .	28,000	20,302
1956-57	. . . .	30,000	24,697
		(by re-appropriation)	
<b>XVI. Government of India, Scheduled Castes, Scheduled Tribes and other Backward Classes Scholarships Scheme</b>			
1954-55	. . . .	1,07,00,000	1,07,89,000*
1955-56	. . . .	1,50,00,000	1,50,53,936*
1956-57	. . . .	1,86,50,000	1,87,28,382*

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\*From 1949-50, the unspent balance in a year was made available in the following years to the extent the same was required to meet the expenditure on the previous years' scholars.

## APPENDIX VI

*Statement showing the summary of Recommendations/  
Conclusions*

S.No.	Reference to Paragraph	Summary of Recommendations/Conclusions
1	2	3
1	1	The Committee suggest that the division of work should be based not only on the importance of subjects handled by the different departments but it should also take into account other factors like an even distribution of staff, budget allocation etc. So that the Departments may be organised on a rational basis for efficient execution of work.
2	2	The Committee recommend that the work relating to Rural Higher Education Institutes and the National Council for Rural Higher Education, being done at present in the Secondary Education-Division of the Ministry may be handled by the Division doing the work of University Education keeping close co-ordination with the Basic and Social Education Division.
3	3	The Committee feel that the different divisions of the Ministry of Education and Scientific Research can be reorganised on a more rational basis taking also into account the volume of work in each section and the number of sections in each division so that a reduction in the number of sections and divisions can be effected. The reduction should be decided on the basis of job analysis to be conducted by the O. & M. Division of the Cabinet Secretariat.
4	4	The Committee suggest that special efforts should be made to recruit the reserved number of seats earmarked for candidates belonging to Scheduled Castes/Tribes and other Backward Classes.
5	5	With the setting up of bodies like the University Grants Commission, All India Councils for Elementary, Secondary, Rural, Technical Education. etc. and with the decentralisation of administrative, executive and financial powers to such bodies, the Committee

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feel that there is scope for economy in the set-up of the Ministry. In this connection, the Committee would refer to their recommendation in paragraph 3 of this Report.

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| 6  | 6    | The Committee suggest that the representation of officers of the Ministry on various institutions may also be delegated to local officials of State Governments and to eminent educationists and persons of repute.  |
| 7  | 7    | The Committee suggest that the procedure of nomination of representatives, delegation of the representation and the nature of brief given to representatives may be looked into and a suitable procedure evolved on rational principles.   |
| 8  | 8    | The Committee also feel that an officer of the Ministry should not be a Chairman or Secretary of the Governing Bodies of educational and technical institutions which are receiving grants-in-aid from the Ministry, so that the Ministry may be in a position to scrutinise all such cases objectively and independently in the Secretariat.  |
| 9  | 9—10 | The Committee understand that the question of administrative Ministry having power to rule out a particular objection raised by the Financial Adviser, if the Ministry decide that it is in the interest of the implementation of a scheme or a development plan, and the authority to incur the expenditure upto the budget provision by the administrative Ministry, is under the consideration of the Government and recommend that this should be expedited. |
| 10 | 13   | The Committee feel that there should be delegation of responsibilities to lower levels and that officers at various levels should be encouraged to take decisions even if mistakes are committed occasionally, provided that they are <i>bonafide</i> mistakes.  |
| 11 | 14   | The Committee suggest that the feasibility of rearranging the accommodation even in the existing situation, may be examined with a view to locate in a compact area divisions like UNESCO.   |
| 12 | 20   | The Committee do appreciate that grants-in-aid cannot be as accurately estimated as a regular departmental expenditure and yet they feel that the procedure  |

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of the estimates of the grants-in-aid as it exists in the Ministry of Educational leaves much that can be easily attained. The Committee suggest that in the brochures published on aid schemes, such as "Assistance to voluntary Educational Organisation under the Second Five Year Plan" a note on the methods of estimating the requirements should also be publicised, so that the institutions know on what basis to estimate.

- 13      22      The Committee suggest that applications which are not already being routed through an expert body or the State Government should invariably be routed through the State Government concerned, (except in the case of institutions of all India character). In this connection, the Committee would like to refer to their recommendation in para 23 of their 4th Report (Second Lok Sabha).
- 14      23      It has been noticed that the grants-in-aid are not always mentioned specifically in the Demands for grants. The Committee, therefore, suggest that for the better understanding of the budget, where a certain item is actually a grant-in-aid the fact should be specifically mentioned. The Committee also suggest that as in the United Kingdom, in Part I of the Estimates the fact that a 'grant-in-aid' has *inter-alia* been included in a vote should always be referred to.
- 15      26      The Committee note that in many cases the Ministry has taken as many as six to seven months to accord expenditure sanction. The Committee suggest that steps should be taken to prevent delays and a suitable time limit of say two months may be laid down for this purpose.
- 16      28      The Committee are of the opinion that in cases where grants are given by the Centre, it would be necessary to have suitable system of inspection to ensure that the grants are utilised for the purpose for which they are given.
- 17      28      The Committee fail to see why private institutions should continue to be paid the grants-in-aid when they fail to contribute their mite. In fact the grant-in-aid should provide a stimulus for voluntary contribution and not dry it up. Regarding the failure on the part of the State Governments to contribute their share, the Committee endorse the suggestion of the Second Finance Commission that the system of matching grants should be abolished, as it operates in favour of the richer and against the poorer States.



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18	29	The Committee do appreciate that there are many difficulties in the full utilisation of grants such as (i) delay in getting the full particulars from the institutions concerned before the grant is sanctioned, (ii) delay in getting the expenditure sanction from the Finance Ministry, and (iii) delay in getting the necessary foreign exchange, if involved in the grant etc. All the same, the Committee are of the opinion that the machinery for giving suitable grants to the various institutions should be so geared up as to ensure that there is no undue delay in giving the necessary sanction, that the grant is utilised for the purpose it is sanctioned and that the percentage of grant that remains unutilised, is extremely small. In regard to the difficulty of foreign exchange, the Committee are of the opinion that the accredited representative of the Ministry of Finance should see to it that the necessary provision of foreign exchange required is made, before the grant-in-aid is sanctioned.
19	30	The Committee suggest that where a grant is a part of a continuing grant, a note should always be attached to the estimates stating that the grant-in-aid is an instalment of a series of grants-in-aid and setting out the amount already granted and the further amount to which Government are committed. An appendix should also be provided in the explanatory Memorandum setting out a list of all the undertakings given by the Government to pay grants-in-aid over a period of years.
20	31	The Committee suggest that the Ministry of Education in consultation with the Ministry of Finance, should lay down a uniform nomenclature or if one nomenclature cannot be adopted to explain the deviations so that there is no ambiguity about the terms used. The Committee also suggest that where the grants-in-aid are given in kind, like machinery and equipment or books in the case of National Fundamental Education Centre, this fact may also be pointed out through the footnotes in the Demand Book. The monetary value of such grants would of course continue to be indicated.
21	36	The Committee feel that the present arrangement of <i>ad hoc</i> committees year after year is not conducive to efficiency.
22	37	The Committee recommend that the present method of selection for scholarships should be reviewed taking into account the time factor and number of scholarships awarded etc. and a proper Selection Committee

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		presided by a Member of the Union Public Service Commission with a few non-officials should be set up for this purpose. The experts in particular fields may be co-opted from time to time as required.
23	38	The Committee recommend that the members of Parliament should be given suitable representation in the various Selection Committees.
24	40	The Committee recommend that each scholarships scheme should be properly advertised in leading newspapers of the country as is done at present in respect of selections made through the Union Public Service Commission. They should also be advertised through the newspapers in regional languages. The Committee hope that proper advertisement of the schemes would give entire satisfaction to all people.
25	41	The Committee feel that the economy resulting by not advertising the scheme is a false economy in the sense that people in general remain ignorant about the schemes of the Ministry. They, however, suggest that with a view to effect some economy the scholarship schemes should be properly combined and periodically advertised.
26	42	The Committee recommend that besides giving the scheme proper publicity through press, an arrangement to republish Central Government Press Notes relating to scholarship schemes in State Gazettes etc. may be explored.
27	43	The Committee suggest that the brochures containing information in regard to various scholarship schemes, published by the Ministry of Education (mentioned in para 43) should be constantly available to the general public and should be reviewed periodically and brought up-to-date. They also suggest that universities, colleges, high schools and various libraries should be provided with this literature.
28	44	As the work of administration of scholarships is not entirely a secretariat function, the Committee suggest that a separate autonomous or semi-autonomous board consisting of prominent educationists should be set up for the formulation and administration of various scholarship schemes.

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29	45	Until all the connected sections are brought into a compact area the Committee recommend that steps may be taken for receiving the Dak for scholarships in its own division with a view to avoid delays.
30	46	The Committee suggest that the high power committee referred to in para 61 may go into the matter of delays in payment of scholarships for Scheduled Castes, Scheduled Tribes and other Backward Classes and consider how the scheme should be operated to avoid such delays in future. Efforts should also be made to finalise the details of such scholarships, well in advance of the commencement of the academic year so that the payment is made in time. The same procedure should apply to all other sholarships also.
31	47	The Committee recommend that the Ministry should set up a machinery which will go through every complaint and suggest remedial measures to avoid a recurrence. A record of all such complaints should also be maintained at one place for ready reference.
32	48	The Committee feel that the scheme of loan scholarships fosters a spirit of self reliance and earnestness of purpose and, therefore, recommend that the feasibility of introducing the scheme of loan scholarships through various universities and colleges may be examined. The Ministry may help the universities in this respect by creating endowments for loan scholarship schemes.
33	49	The Committee recommend that in scholarship schemes for studies abroad, subject should be reviewed periodically so as to ensure that as a matter of policy the scholars are sent abroad for study in only such subjects for which facilities are not available in the country.
34	50	The Committee suggest that as a matter of policy people with mature intellect and some experience in their line should be encouraged to go abroad for learning advanced techniques in preference to raw and in-experienced students.
35	51	The Committee recommend that a register should be maintained for all overseas scholars or trainees in which detailed information in respect of each of the scholars is maintained.

1	2	3
36	52	The Committee recommend that there should be some machinery to ensure that all the conditions, prescribed for granting a scholarship under "Central Overseas Scholarships Scheme", are fulfilled. In this connection, the feasibility of inviting periodical reports during the stipulated period of service from the institutions about the work of the scholars serving in those institutions after completing studies abroad may be examined.
37	53	The Committee recommend that the conditions for granting a scholarship under "Central Overseas Scholarships Scheme" may be reviewed so as to restore the stipulated period of service with the sponsoring authority from 3 years to 5 years.
38	56	The Committee recommend that enough number of scholars should be selected for the places offered by Germany and kept in a panel to be utilised, if any scholar withdraws at the last moment. The Committee further recommend that in respect of all such schemes, constant review should be made and action taken to fully utilise all places, by making modifications in the schemes, if necessary.
39	57	The Committee regret to note that two fellowships could not be availed of during 1956-57 under the UNESCO Expanded Technical Assistance Programme as the dossiers (application forms prescribed by UNESCO, X-ray of the chest etc.) of the candidates from the institution were not received in time. The Committee consider this very unsatisfactory and hope that a recurrence of this nature will be avoided in future.
40	57	The Committee recommend that the fellowships under the UNESCO Expanded Technical Assistance Programme should be extended to the members of staff of those institutions also which are not provided with the services of experts.
41	58	The Committee are of the opinion that the Ministry should not leave it entirely to the State Governments to publicise the scheme of Merit Scholarships for Post-matriculation studies, in workers' areas, and they should themselves give due publicity of the scheme in concerned areas. Labour Press, journals, Labour Ministry's publications, Labour institutions could be utilised for this purpose.

1	2	3
42	59	The Committee recommend that a survey should be made of all countries to find out the best institutions in various fields of training. As far as possible, the training facilities for Indian scholars should be arranged in those institutions.
43	60	The Committee suggest that in future the Commissioner for Scheduled Castes and Scheduled Tribes may be associated with the Selection Committee for the award of scholarships under the scheme of Scheduled Castes, Scheduled Tribes and other Backward Classes scholarships.
44	61	<p>The Committee recommend that a high power Committee with some non-officials and experts may be appointed to make an independent enquiry into the working of the various Scholarship Schemes and their administration and this Committee may <i>inter alia</i> consider the following points:—</p> <ol style="list-style-type: none"> <li>1. Procedure to be followed for inviting applications for the award of scholarships.</li> <li>2. Average period to be allotted for the receipt of applications after the date of publicity.</li> <li>3. Procedure to be followed for screening of applications and selection of candidates.</li> <li>4. The amount and terms of scholarships.</li> <li>5. Laying down the subjects for which scholarships are to be awarded and their number.</li> <li>6. Conditions of eligibility.</li> <li>7. Reasons for non-utilisation of full quota and remedial measures thereto.</li> <li>8. Procedure to be adopted for keeping a proper follow-up after the scholars complete their studies.</li> </ol>
45	62	The Committee are of the view that the period of compilation and publication of statistics should be considerably reduced by standardising and improving the methods of collection and compilation of statistics and by organising frequent meetings with the State officers concerned.
46	62	The Committee also suggest that the Statistical Organisation of the Cabinet Secretariat may also be consulted about methods to be employed for expediting the compilation of statistics.

1	2	3
47	63	In view of the fact that an analytical interpretation of statistics provides the administration with important tools for assessing and controlling the educational standards and performance in relation to the policy laid down by the Government, the Committee suggest that it should be undertaken as the normal function of the statistical section in the Ministry of Education and in the yearly publication, an introductory chapter should be added in which an analysis is made to reveal the trend in a particular year as revealed by the statistics. The Committee are confident that such a continuous interpretation of trends will prove very useful for future guidance in implementing the programme of the Five Year Plans.
48	64	The Committee suggest that the statistical publications undertaken by the Ministry should be a little more descriptive and informative to catch the imagination of the people. Achievements of the Ministry in the field of education should also be compared with the targets aimed at.
49	64	The Committee also suggest that all such publications should normally be supplied to the Members of the two Financial Committees of Parliament and others interested in the subject.
50	65	No progress has been made by the Ministry in the matter of forming an all-India Educational Service. The Committee consider this as unfortunate and recommend that fresh efforts should be made in this direction at the highest level.
51	66	In connection with the expenditure incurred by the Ministry of Defence on the K. G. Schools, the Sainik Schools, N.C.C., A. C. C. and the Himalayan Mountaineering Institute, the Committee would like to reiterate their recommendation contained in the Sixty-third Report (First Lok Sabha) on the Ministry of Defence mentioned in para 66.
52	67	The Committee suggest that the results of the campaign being organised by the Zilla Shala Mandal of the Gohilwad District of the State of Bombay for the eradication of illiteracy, should be watched carefully and if they are found to be satisfactory, similar campaigns should be organised in other States also.

1	2	3
53	68	The Committee suggest that the matter of spending Rs. 3,07,670 during 1956-57 as taxi-hire charges, may be carefully examined by the Ministry with a view to see how far this expenditure was justified and how such expenditure can in future be kept to the minimum.
54	69	The Committee suggest that the Education Ministry should consider the working out of a suitable scheme in consultation with the Ministry of Information and Broadcasting whereby it would be possible for qualified teachers to deliver a course of lectures on specified subjects on radio. These lectures can also be recorded and played back on gramophones or tape recorders to evening classes which may be opened at various places for the convenience of those who might not possess radio sets. Such a scheme should be given sufficient publicity so that maximum number of persons can take advantage of it by paying a nominal fee per month.
55	70	The Committee suggest that the Ministry of Education should arrive at suitable arrangements with the State Governments concerned to ensure that the wards of the Central Government servants on transfer are given admission in their equivalent classes in appropriate schools without undue loss of time. Where this arrangement is not found to be feasible due to overcrowding in the existing schools, the Ministry may even consider the feasibility of opening a chain of new schools with common medium of language and common syllabus where such facilities could be made available to the wards concerned.

## APPENDIX VII

*Analysis of recommendations contained in the Report and the estimated economy likely to result from their implementation.*

### I. Classification of recommendations

	Nos.
A. Recommendations for improving the organisation and working:	
S. Nos. 1, 2, 6, 7, 8, 9, 10, 11, 13, 14, 15, 18 to 24, 26 to 30, 31, 32, 34, 35, 36, 38, 39, 41, 42, 44, 46, 47 to 52.	40
B. Recommendations for improving and/or extending the welfare activities in the country:	
S. Nos. 4, 12, 40, 43, 54, 55.	6
C. Recommendations for effecting economy:	
S. Nos. 3, 5, 16, 17, 25, 33, 37, 45 and 53.	9
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### II. Analysis of the more important recommendations directed towards economy.

S. No.	No. as per Summary of recom- mendations	Particulars
1	3	Reorganisation of the different divisions of the Ministry on a rational basis so that reduction in the number of sections and divisions can be effected.
2	5	By the decentralisation of administrative, executive and financial powers to various bodies, there is scope for economy in the set up of the Ministry.
3	16	Evolving suitable system of inspection to ensure proper utilisation of grants.
4	17	Private institutions should not be paid the grants-in-aid when they fail to contribute their mite.
5	25	With a view to effect some economy, the scholarship schemes should be properly combined and periodically advertised.
6	33	Scholars should be sent abroad only in such subjects for which facilities are not available in India.
7	37	The conditions for granting a scholarship under "Central Overseas Scholarships Scheme" may be reviewed so as to restore the stipulated period of service with the sponsoring authority from 3 years to 5 years.
8	45	The period of compilation and publication of statistics should be reduced.
9	53	The expenditure on taxi-hire should in future be kept to the minimum.







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